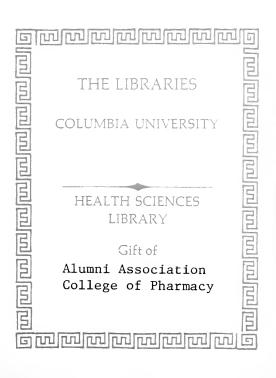
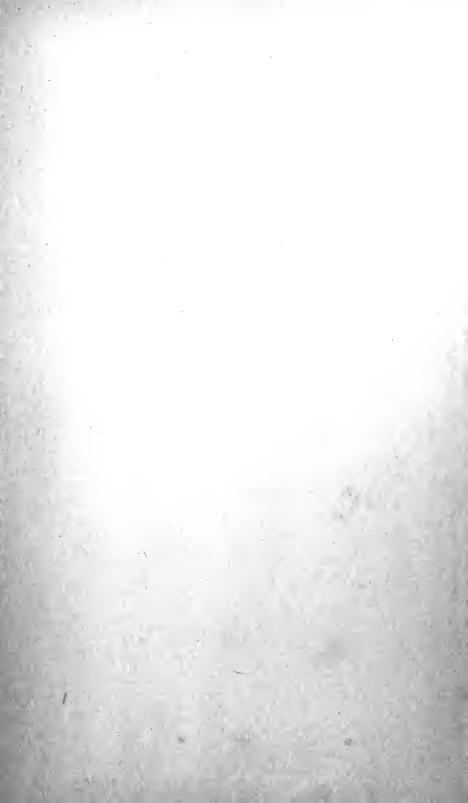


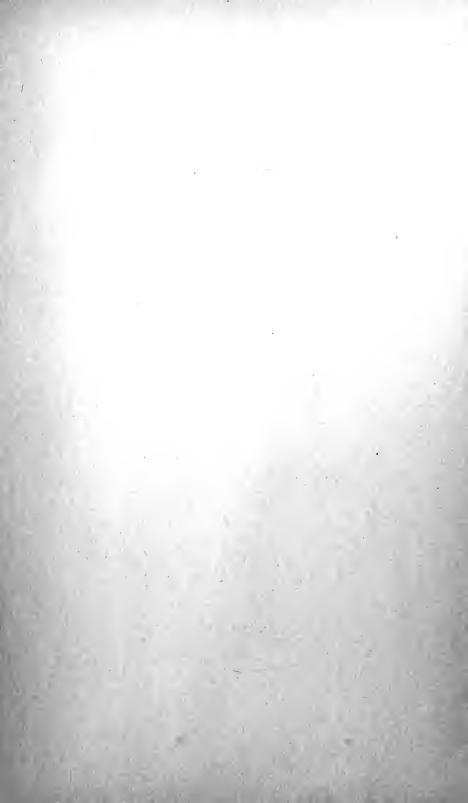
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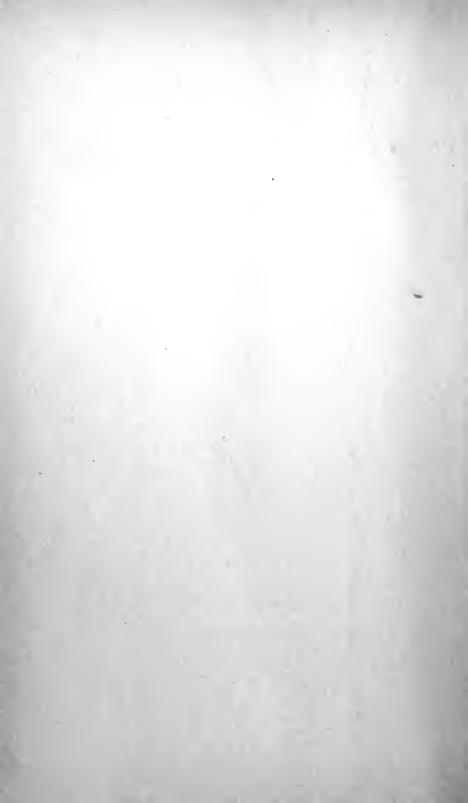
ANNUAL REPORTS





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ANNUAL REPORT

OF THE

PRESIDENT AND TREASURER

TO THE

TRUSTEES

WITH ACCOMPANYING DOCUMENTS
FOR THE YEAR ENDING
JUNE 30, 1925

COLUMBIA UNIVERSITY
NEW YORK
1926

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ANNUAL REPORT

OF THE

PRESIDENT OF COLUMBIA UNIVERSITY

TO THE TRUSTEES:

There is submitted herewith the Annual Report prescribed by the Statutes of the University, together with the reports of the chief administrative officers. Since space does not permit adequate examination and discussion of the important recommendations contained in these reports, the Trustees and the appropriate Committees are respectfully requested to examine with care the discussions and recommendations that are contained therein.

During the year there have been many happenings of more than usual significance and importance, including an exceptional number of weighty contributions to knowledge in many different fields. Personal changes due to the passage of time have gone relentlessly on. With the solution of one problem or the satisfaction of a long-felt need, new problems come to the surface and new needs become urgent. The course of the University's life is so even and so orderly, its vitality so marked, and its accomplishment so obvious, that there is no reason for unhappiness even if some problems loom so large at the moment as to seem almost insoluble.

The most important happenings of the year include an impressive series of publications by the Columbia University Press, among which are a new edition of John Stuart Mill's *Autobiography* and the final volumes of Professor Osgood's massive and authoritative History of the American Colonies; the publication by Professor Gonzalez Lodge of the first volume of his Lexicon Plautinum, which represents more than thirty years of devoted scholarly research and is worthy of the classical scholarship of the German universities when at the height of their fame in the middle of the nineteenth century; participation by the staff of the School of Architecture in the International Congress on Architectural Education held at London during August, 1924, which proved both interesting and stimulating; the termination of arrangements entered into some years ago with certain theological seminaries by which their duly registered students were accepted by the University as candidates for higher degrees without payment of tuition fee; the retirement, after thirty-four years of service, of Dr. George S. Huntington, Professor of Anatomy, and, after thirty-three years of service, of Robert Peele, Professor of Mining, both in the front rank of their respective fields of scholarship and endeavor, and also, after thirty-five years of service, of Lea McI. Luquer, Associate Professor of Mineralogy, a conscientious and devoted University officer; the increase of tuition fees throughout the University by approximately twenty-five per cent., in order to make the fees charged bear a larger proportion of the increased cost of carrying on the University's work of instruction and research; the substitution, so far and as rapidly as practicable, of loan funds to aid meritorious students, instead of outright scholarship grants, and the increase of the provisions to enable students of capacity and character to complete their studies at the University regardless of their ability to pay the statutory fee; the increase in the value of University Scholarships and Fellowships in order to make these stipends more adequate in view of the increased

cost of living; the opening for use, on January 31, 1925, of Johnson Hall, the new residence hall for graduate and professional women students of the University, almost a model building of its kind; the steady progress of the extensive building program adopted by the Trustees as marked by the breaking of ground for the new Chemical Laboratory Building on November 14, 1924, for the new Physics Laboratory Building on November 24, 1924, for the new Medical School Buildings on January 31, 1925, and for the new Students' Hall on March 26, 1925; the institution, by authority of the University Council, of a Council for Research in the Social Sciences to carry on its work under the general responsibility and authority of the University Council, together with substantial provision for carrying forward this work by gift from the Laura Spelman Rockefeller Memorial; the organization, under the late Professor Carter, of an impressive exhibition to illustrate the industries, the art, the education, and the domestic life of the Chinese people; an exhibition of the works of Hugo Grotius to mark the tercentenary of the publication of his classic book, De jure belli ac pacis; the carrying forward, in the Laboratory of Industrial Hygiene of the Department of Physiology, of an experimental investigation of the hazards to health involved in the commercial use of tetra-ethyl lead as a means of improving the combustion of gasoline for vehicular use; the steady increase in the collections of the various University libraries, and particularly the important additions in the field of European law made to the Law Library; the establishment of the new policy in the School of Practical Arts in Teachers College whereby the two lower classes of students have been eliminated; the prolonged discussion by the Faculty of Barnard College of the principles and plan of the undergraduate program of study; the appointment of Charles Cheney

Hyde, Solicitor of the Department of State, to be Hamilton Fish Professor of International Law and Diplomacy in succession to John Bassett Moore, retired, of Dr. Robert A. Lambert to be Director of the School of Tropical Medicine at San Juan, Porto Rico, of M. Paul Pelliot, of the Collège de France, to be Visiting Professor of Chinese, of Helen T. Woolley to be Director of the Institute of Child Welfare Research at Teachers College, of Harry D. Kitson and Arthur R. Mead to be Professors of Education at Teachers College, and of Dr. Edwin G. Zabriskie to be Professor of Clinical Neurology; the promotion, following the adoption of the Budget, of 15 associates, instructors and lecturers to be assistant professors, of 2 associates, I lecturer and 6 assistant professors to be associate professors, of 6 associate professors to be professors, and of I associate to be clinical professor, as well as the increase in compensation of 148 officers of administration and instruction without change of rank; the steady expansion of the work of the University Medical Officer and his staff, with most happy effect upon the health and morale of the teaching staff and student body of the University; the good results obtained from the use of the Cutting Travelling Fellowship Fund; the interesting research successfully carried on, at the instance of the Metropolitan Museum of Art. by members of the staff of the Department of Chemical Engineering with a view to finding a method of restoring badly corroded ancient bronzes; the admirable and extensive plan brought forward by the Department of Civil Engineering for the provision and equipment of suitable testing laboratories: the steady continuance of those policies which have made Columbia College an almost unique educational institution, as well as a leader in offering solutions of the problems that grow out of college life and study under present-day conditions; the carefully planned efforts of those in charge of University Extension and Home Study to extend opportunities for systematic adult education; the steps that have been taken to strengthen the course of instruction given at the College of Pharmacy; the constant improvement in the methods of testing candidates for admission to various parts of the University and in the administration of those tests; the closing, on May 6, 1925, of a new corporate loan with the Farmers' Loan & Trust Company for \$4,750,000 at 5% for five years, secured by the property included in the Lower Estate and part of that included in the Upper Estate, in order to enable the Trustees to meet the requirements of the building program.

To attempt to make any such résumé as the foregoing exhaustive, or even measurably complete, would be an impossible task. The company of scholars and teachers gathered at Morningside Heights, at the Medical School, at the Dental School, and at the College of Pharmacy, constitute a body of almost unexampled harmony, good will and effectiveness in carrying on the work for which Columbia University exists. Columbia University, the child of the people of the State of New York, has long since become national in its support and international in its service. The University looks upon itself as a public service institution. The public welfare, in the largest sense of that phrase, is its dominating aim, and the good will of the public is the only sure foundation upon which it can safely rest.

The University has no secrets from the public. Its policies and the mode of their administration are fully described at frequent intervals. The financial operations of the University are set out each year in utmost possible detail. Anyone who cares to do so may learn the exact state of the University's endowments and budget, the

mode in which its general and special funds are invested, and the cost of carrying on each one of the University's activities. Full publicity, and not secrecy, is the policy both of self-interest and of wisdom on the part of any public service institution. Columbia's vast needs are obvious, and generous assistance in meeting them is gratefully welcomed.

The plans for developing a Columbia University out of Columbia College that were foreshadowed in 1784 and again in 1857, urged with vehemence by President Barnard, finally reduced to specific and definite proposals in 1889, and put in operation a year later, have now been tested over a full generation. They have produced the Columbia University of today with its great company of devoted and productive scholars, its vast army of eager and ambitious students drawn from every part of the world, its many-sided contacts with human interest and the public service, and its liberal and progressive spirit.

An essential element in the building of this University has been to infuse into so many separate and often disparate elements a sense of unity and devotion to a common ideal and a single dominating purpose. The problem is the familiar one of liberty and law, of the federal principle as contrasted with that of empire. The unity of the whole is strengthened and not weakened when the several units which compose it are left as free as possible to direct their own particular activities and to frame their own policies in the general interest and in subordination to a common ideal. In its administrative organization the University manifests absolute concentration of responsibility in the office of the President, with complete devolution of authority to the score or more of deans, directors and other administrative

officers, whether having to do with education, with construction and physical maintenance, or with finance. The unity of the University is manifested to itself and to the public through the office and personality of the President, through the constitution and authority of the University Council, through the organization and work of the Summer Session and University Extension, and through those notable ceremonies in which the entire University participates, such as the annual Commencement which marks the close of the academic year in June and the formal exercises which mark the opening of the succeeding year in the following September. Through these several channels and modes of expression the University manifests, year in and year out, that unity in diversity which is the source of its peculiar strength, and that single-minded spirit of devotion to the highest ideals which animates its every part and its every undertaking.

The advantages which attach to Columbia's home in a great world capital cannot be easily measured, much less exaggerated. Long ago, Cardinal Newman pointed out that a great city is the natural home of a university, and that, because of the human contacts and the human stimulus that are there possible, many-sided scholarship and achievement can flourish in a great city as nowhere else in the world. A great city draws irresistibly to itself strong personalities, whether scholars, scientists, men of letters, artists, or men of capacity in the practical affairs of life. In a familiar passage in his romance Hyperion, the poet Longfellow cried out:

Where shall the scholar live? In solitude or in society? In the green stillness of the country where he can hear the heart of Nature beat, or in the dark gray town, where he can feel and hear the throbbing heart of man? I make answer for him, and say, In the dark gray town.

The monastic idea of education has passed forever, certainly as one appropriate to the general education of the people. Contacts, not isolation; membership in a many-sided society of scholars, and not remoteness from them; companionship, and not the hermit's life, are the useful and helpful characteristics of twentieth century education in a democratic state.

It must never be forgotten that the university is far more than a mere special and advanced type of school. It is that only incidentally. The university is a fundamental human institution which rests upon a like basis to those which support the state and the church. Man's effort to live happily and helpfully with his fellows in organized society gives rise to the state; man's spiritual aspiration and wish to worship are the origin of the church; man's persistent desire to know the truth which shall make him free has brought the university into being. These three institutions—the state, the church, the university—are alike fundamental, and each in its way embodies and reveals a universal characteristic of human nature. That university will best play its part which is fully conscious of its origin, of the foundation upon which it rests, and of the ideal which it endeavors to achieve.

In the United States the word university has been used in so great a variety of senses and has been applied to so many different types of institution, that the word is without the definite significance which universally attaches to it in Western Europe. This fact has in large

attaches to it in Western Europe. This fact has in large measure concealed from public view and public understanding the history and importance of the movement to establish genuine universities in the United States. When Alexander Hamilton, Talleyrand's "eighth wonder of the world," whose fertile brain dealt constructively with so many different subjects, led the way to the establishment of the University of the State of New York in 1784, he had in mind a use of the term which included the entire educational activity of the State, embracing elementary and secondary, as well as higher, education. There is reason to believe that those who planned the organization of the University of France in 1806 took the University of the State of New York as their model. This use of the term, however, is not in accordance with historic fact and, fortunately, has not become common.

From what the United States was saved, either through a sense of humor or because of growing ignorance of the ancient classics, may be seen when one reads the earliest provisions that were made for the University of Michigan. The charter for this institution that was granted by the Governor and Judges of the Territory of Michigan in 1817 called it The Catholepistemiad or University of Michigania. This creation was to consist of thirteen Didaxiim or professorships, the thirteen being subdivided into sixty-three sciences many of which bore names that no dictionary ever recorded. The professorial body was called the Didactorium, and the institution was to include the entire system of public instruction in the Territory. In other words, it was planned upon the model of Hamilton's University of the State of New York, with characteristic Hellenistic nomenclature. It is fortunate that under this charter little was done, and that after four years it was repealed.

From time to time during the first half of the nineteenth century there were serious discussions as to universities and university development in the United States, but these were for the most part local and without large or permanent significance. The influence of

the German universities, however, was growing steadily, and here and there scholars of originality and importance were asking that organized effort be made to emulate the aims and methods of those institutions in the United States. About the time of the removal of Columbia College from its original site on the Queen's Farm to that at 49th Street and Madison Avenue which it was destined to occupy for forty years, a vigorous and well considered attempt was made to develop true university work on the foundation of the Columbia College of that day. Francis Lieber, one of the first scholars in his field, was called from the College of South Carolina to be Professor of History and Political Science, and Professor Arnold Guyot was invited from Princeton and George P. Marsh from Vermont to give advanced courses of lectures on the subjects of which they were Mr. Marsh's well-known volume entitled master. Lectures on the English Language, published in 1859, was a visible result of this effort. The Civil War broke, financial embarrassments ensued, and the project was abandoned.

The extraordinary man who became tenth president of Columbia College on Commencement Day, 1864, at the age of fifty-five, lost no time in urging upon the trustees that provision be made for new and advanced forms of scholarly endeavor. President Barnard's very first report proposed the adoption of the Oxford system of a twofold form of examination of candidates for the degree of Bachelor of Arts, namely, the pass examination and the examination for the degree with honors. He urged this measure with the express purpose of stimulating scholarship. One year later, in his report submitted June 4, 1866, President Barnard gave the results of his statistical studies to show that college education was declining in popularity in America, and

pointed to genuine university development as a possible means of checking the decline. It was in this report that he first discussed the project to establish a university on the foundations laid by the historic Columbia College. The following passage from that report on the future of Columbia College has surely become a verified prophecy:

She is the nucleus of what will one day be the great university of the city—possibly of the continent: and it should be an encouragement to all who have any ambition to see our city as pre-eminent in its literary and scientific character as it is in its population, its commerce, and its wealth, that she is a nucleus so substantial already—so sound and solid at the core, that all future accretions will adhere to her firmly, and constitute the elements of a healthy growth.¹

From that time until his death more than twenty years later, President Barnard was unwearied in holding up the ideal of the true university and in urging that steps be quickly taken to realize it.

There were four men, powerful leaders of opinion, each of whom approached the question of university building from his own viewpoint and led the way in giving permanent form and substance to the movement. They were President Barnard, of Columbia (1809–1889), President Gilman, of Johns Hopkins (1831–1908), President White, of Cornell (1832–1918), and President Eliot, of Harvard (1834–). By voice, by pen, and by administrative act each of these men did what he could to bring the true American university into being, but no two of them were in agreement upon matters of detail, even those of considerable importance.

President White attracted a large amount of attention by his articles which appeared in the *Forum* for June, 1888, January, 1889, and February, 1889. It was

¹ President's Annual Report for 1866, p. 29.

in the second of these articles that President White, building better than he knew, made this sarcastic reference to Columbia College and thereby stimulated efforts that had large result in the subsequent history of that institution. Speaking of New York, President White said:

It has Columbia College, old, honored, with perhaps the largest endowment of its kind in the United States, with the best facilities for drawing into its faculty leading men in every department, and with boundless opportunities for raising the tone of the great city in which it stands, and so of the country at large. Unfortunately the great majority of its trustees have long since proved themselves blind to their opportunities. Two men, one a statesman, the late Samuel B. Ruggles, and the other a scholar, President Barnard, have done all they could to rescue the institution from this inadequacy; but the fact remains, that while Columbia College might have exerted a great civilizing and enlightening force on the metropolis and on the country, like the University at Berlin, the College of France, the Sorbonne. and the Polytechnic School at Paris, the Academy at Geneva, the School of Higher Studies at Florence, and indeed like similar institutions in nearly every European capital, it has been, despite the labors and protests of the president and a minority of his colleagues, maintained as nearly as possible in the condition of an ordinary high school, kept out of all the currents of civic pride or sympathy, thrust into the noisiest and most unfit corner of the city, and cooped up in buildings and space enormously costly but entirely insufficient. The main body of its trustees have resembled savages who have found a watch. The only hope remaining is that. having overridden the late president and the admirable faculty gathered under his auspices, they may now choose an equally competent new head, and, chastened by the evident consequences of their previous errors, follow his counsels.1

¹ The Need of Another University in The Forum, January, 1889, p. 472.

President White did not thereby endear himself to the trustees of Columbia College of that day but, nevertheless, he did Columbia College a great service by his outspoken criticism.

President Gilman at Johns Hopkins University had an opportunity such as comes to but few men, and he made the most of it. He was able to plan as he might choose, without reference to past conventions, traditions or pledges of any kind. It was his original purpose to establish a university of the European type and to expend no part of the resources of the new corporation upon instruction of college character or grade. He speedily found, however, that, as matters then stood in the United States, this would leave the new university suspended in mid air and without any contact with the existing system of secondary and collegiate education. A collegiate course was, therefore, organized as an afterthought and in order to meet a demonstrated need, and it has continued in existence to this day.

At Harvard President Eliot set about the task of university building by a different method. His aim was first to break down the customary prescribed plan of college study and to substitute a system wholly, or in large part, elective. His next step was to elevate the standards of admission and thus to make it possible correspondingly to shorten the normal period of college study and residence. In this way he proposed to transform the American college into a university.

The plan adopted in Columbia College was still different. It was based in part upon a proposition stated and demonstrated by President White, that in the American college program there was a real and distinct break at the end of the second year which finds its explanation in the psychological history of youth, and in part upon the powerful and illuminating argument advanced by

Professor Burgess in his paper entitled *The American University*.¹ The former proposition states a principle which is generally accepted in Europe, and that has long been marked by the transition from the public school, the lycée, the liceo, the gymnasium, on the one hand and the university on the other.

The essential feature of the Columbia plan was that it retained the traditional four-year college course but gave opportunity to combine the work of the college with that of the university by offering to college students in the latter half of their undergraduate course the privilege of electing the work of the earlier years of professional or advanced courses of study. The result was the so-called combined college and university course, which left the conventional four-year undergraduate program undisturbed for those who desired it, but which at the same time offered an alternative program consisting of two years of undergraduate work and two vears of advanced or professional work with a view to shortening the time needed to prepare the youth for a professional career. A powerful argument in support of this plan is that if a college student is to be offered the opportunity to elect such studies as he may choose during the latter half of his undergraduate course, there can be no good reason why he should be denied the privilege of exercising this option in favor of those studies which have a direct bearing upon his future professional It is the force of this argument which has stimulated and strengthened the movement for the combined course, given its present character to the university college, and in turn invited the establishment of the very useful junior college, now playing so considerable a part in the educational system of the United States.

¹ The American University: When Shall It Be? Where Shall It Be? What Shall It Be? by Professor John W. Burgess (Boston: Ginn, Heath & Co., 1884) 22 pages.

The four distinct and original attempts at university building in the United States, and the only four, were those made at Columbia College under the stimulus of President Barnard, and those that were guided by President Gilman, President White, and President Eliot. Their plans and efforts were imitated, sometimes with variation, at many other centers of higher education, but there were no other distinct undertakings that rank in originality or significance with theirs. When President Harper threw his immense energy and great administrative skill into building the University of Chicago, he took something from the Columbia plan, something from the Johns Hopkins plan, and something from President White's plan, and welded these together into a new and successful whole.

The first essential in the task of building a true university is to understand what a university really is and how it is to be distinguished from the college, the technical school, or any other type of educational institution. "A university is not to be confounded with a college, however large or however ancient, or with a college and a surrounding group of technical or professional faculties or schools. A university is any institution where students, adequately trained by previous study of the liberal arts and sciences, are led into special fields of learning and research by teachers of high excellence and originality; and where, by the agency of libraries, museums, laboratories, and publications, knowledge is conserved, advanced, and disseminated."

It is important and highly interesting to note that the distinction between the four plans above referred to is to be found in their treatment of the American col-

¹ Butler: Introduction to Paulsen's German Universities, Their Character and Historical Development (New York, Macmillan Company, 1895), p. xiv.

lege. President Barnard and President White would cut the four year American college course in half and treat the latter half as constituting the beginning of true university study. President Gilman would dispense with the college entirely and leave its work to be done by institutions that were avowedly colleges and nothing else. President Eliot would transform the college into a university by altering the spirit and methods of its instruction and by raising its standards of admission. Now that a half century has passed, it is possible to look back and see what has happened to these four plans. Today they do not seem to be so far apart as they did when they were first formulated and urged. The prescribed four year college course has practically disappeared, but the free elective system speedily developed so great abuses that a brake has been put on it almost everywhere. The combined college and university course, which is the essential point in the Columbia plan and in that of President White, has been widely adopted wherever university colleges exist. Of course, it cannot be developed in the case of the separate college.

Granted that the standards for entrance, and therefore the age of admission, are about the same for the separate college as for the university college, then the separate college will shortly find itself face to face with the problem of how to meet a situation which requires the youth to spend one or two years more than are either necessary or desirable in preparing himself for a career which requires professional training after college graduation. A few institutions have proposed to solve this problem by permitting members of their fourth year or senior class to enter upon a professional course of study at a university, and on the satisfactory completion of the first year of such a course, to return to their col-

lege to receive the baccalaureate degree. This method of meeting the situation, however, is not popular, because however logical it may be, it runs counter to some of the strongest traditions and interests of college life and college association.

It seems plain, then, that for some time to come the United States will have not one system of college education, but two such systems. It will have the system peculiar to the separate college and the system characteristic of the university college. Time, and time alone, can tell which system will better serve both scholarship and the public interest. It may be that social and economic conditions will permit the indefinite continuance of the two systems side by side.

Heraclitus of Ephesus has been dead some twenty-five hundred years, but a statement attributed to him, although not to be found in that form in the collected fragments of

his writings and sayings, has never

been improved upon. "The major problem of human society is to combine that degree of liberty without which law is tyranny with that degree of law without which liberty becomes license." The problem so tersely and so completely stated is still, after all the intervening centuries, the problem with which mankind is confronted. Ordinarily, this problem is only discussed in reference to the political organization of society, but it immediately and directly concerns the intellectual life and the problem of education. Year in and year out, college faculties discuss programs of study, and year in and year out they manifest the same blithe unconcern for the teachings of experience, the same eager interest in fallacies long since exploded, and the same devoted attachment to formulas that are merely words. They often know nothing of what is being said and done in a sister institution a hundred miles away or even in another part of the institution of which they themselves are members.

Through ignorance the present-day banners of progress are everywhere emblazoned with the names of some of the oldest of humanity's discarded failures. shaping of an individual's own intellectual life and the preparation of a scheme to be adopted for training youth to a life of freedom are concerned at once, and always, with the distinction between law and tyranny, as well as with that between liberty and license. Human experience has achieved certain very definite results, and these results the youth is entitled to know without being compelled to undertake the quite impossible task of finding them out for himself. Life is far too short to permit every individual to live over again, without guidance or instruction, the entire stretch of time between the dawn of history and the twentieth century. first essential of a well-grounded school and college training is that the elements of that knowledge and achievement which constitute human experience shall be given to the youth for his information, for his discipline, and for his inspiration. The school manager or the college faculty that attempts in any way, whether through unconcern or through timorousness, to dodge this question is thereby abdicating as an educational influence.

Nor is it in any wise true that all subjects of intellectual interest are of equal value and that the important thing is not what one studies but how he studies it. This is a popular foolishness that is contradicted by the daily experience of everyone. The various subdivisions of knowledge fall into an order of excellence as educational material that is determined by their respective relations to the development of the reflective reason. Utility is, of course, an important consideration; but utility is a

term that may be given a very broad or a very narrow meaning. There are utilities higher and utilities lower, and under no circumstances will the true teacher ever permit the former to be sacrificed to the latter. This would be done if, in their zeal to fit the youth for self-support, the school and college were to neglect to lay the foundation for his higher intellectual and spiritual life. Without this they would make of him an industrious, and possibly a thrifty, animal, but not a human being with all the possibilities of aspiration, of reflection, and of achievement that lie before him.

For example, a language, such as the French, which is the product of a people with a long and distinguished history, with a great literature, and with manifold contributions to human knowledge, is infinitely more valuable as an educational instrument than the language of a people without any such background of accomplish-A science, such as physics, which deals with forces and phenomena that are fundamental in the world about us cannot be passed by without leaving a gap in one's intellectual equipment which cannot be otherwise filled. Just now there is a strong tendency to exalt unduly certain recently developed fields of knowledge which as yet consist almost entirely of futile talk and unproved opinion. For this very reason these subjects have more or less fascination for present-day American youth, but their educational value is practically nonexistent. There is an odd idea abroad that youth may, in some mysterious way, be trained for citizenship without being taught anything, and that they may be made useful members of society without the inestimable advantage of discipline. Wherever these crudities go, they either weaken the educational process or obstruct it entirely.

Throughout the nation there is obvious and often expressed concern over the widespread lawlessness that

has attracted the attention of the whole world. This lawlessness has causes that lie far deeper than most present discussion would seem to realize. The multiplication of courts, the speeding up of criminal process, and the infliction of more severe sentences upon offenders, would not affect the prevailing lawlessness in the least. This lawbreaking habit has grown up through lack of discipline and self-discipline, through lack of real education, and it will not be checked or overcome until those deficiencies are repaired. Law-breakers are almost uniformly graduates of our common schools, and not infrequently of our colleges as well. This fact tells the They have not been disciplined, trained, educated, either at home, at school, or at college, to those habits of self-control, self-mastery, and self-direction which are the only effective protection society has against law-breaking and lawlessness. Of course, in addition, law must learn to mind its own business. It must not attempt to invade the field of civil liberty, for if it does, it will surely be resisted, either covertly or openly, and thereby the habit of law-breaking will receive added strength. Robert Browning's line states a profound truth:

Those laws are laws that can enforce themselves.

If law will confine itself to its own proper field, and if human beings are given that discipline which is the ladder that leads to self-discipline, the story that the next generation will have to tell will be a far different and far more encouraging one.

As the years pass and the time comes when our older scholars of distinction and large achievement apply to be relieved of farther active service, they are uniformly asked where the University is to look for the best and most competent scholars for appointment to succeed those who are laying aside their burdens. With discouraging frequency the

reply is made that there are no outstanding names which deserve special consideration, but that a choice must be made from a larger or a smaller group of mediocrities. When the question is pressed as to why such a condition exists, particularly in fields of knowledge that are eagerly pursued and that have large present public interest and importance, the answer is that while there are many narrow men of competence within the limitations of their interest, there are few broad men able to grasp and to interpret a given field of knowledge, as well as to advance its boundaries by independent study and reflection.

A situation such as this must give us pause when we attempt to appraise what may be the value and what the major effects of our present day system of school and college training in the United States. The longer one examines the programs of study that are now most widely followed, observes the spirit in which school and college teaching is so often carried on, and notes the careful avoidance of anything that makes for genuine scholarship and power of reflective thinking, one is forced to raise the very far reaching question, whether we have not destroyed the ideal of the liberally educated man and, with it, the liberally educated man himself. If by any chance this has happened or is happening, then no amount of expenditure upon education, whether public or private, and no statistics of increased enrolment and school attendance can possibly compensate for the appalling damage that will have been done to the intellectual and moral life of the nation.

A liberal education is one that is fit for a free man who is worthy of his freedom. Such an one must be intellectually, morally and economically free as well as in enjoyment of that freedom which is strictly political. To this end he must have a grasp on the fundamental

facts in the history of man and of nature, and at least the beginnings of an understanding of those great historic movements in the fields of intelligence, of morals, of letters, of science, of the fine arts, and of social and political endeavor, which make up the warp and the woof of that finished fabric which we call civilization. The notion that intensive and very accurate knowledge of a narrow field, and nothing more, can constitute a liberally educated man, is a grotesque absurdity. The notion that an acquaintance with the superficial aspect of civilization will suffice, with no knowledge of that history which is its third dimension, is equally absurd. The plain fact is that early and intense specialization which has been widely urged for various insufficient and unconvincing reasons, is at the bottom of the trouble. Specialization is the parent of information and of a certain type of skill, but it is the foe of knowledge and the mortal enemy of wisdom. Not narrow men, however keen, but broad men sharpened to a point, are the ideal product of a sound system of school and college education.

The most pressing and insistent of all university problems at the moment is the finding of men soundly and broadly trained, with philosophic grasp of their chosen field of knowledge, with large intellectual outlook and sympathy, and with eager competence to press forward into new fields and to carry an enthusiastic company of younger scholars with them. If such can be found, the immediate future of the university is secure; but if they be not found, then the outlook is difficult and dark indeed.

The problem is gravely complicated by the odd assortment of anti-philosophies which, attempting to wear the garb of philosophy and using its nomenclature, just now occupy a considerable portion of the academic stage. These anti-philosophies are the product of minds that

have never really grasped the meaning of the word philosophy or the significance of philosophy itself. They either confuse philosophy with psychology, after the fashion of John Locke and William James, or they look upon it as a more or less ornamental appendage of the natural and experimental sciences. They appear to have no conception of the fundamental fact first discovered and made irrefutably clear by Plato and Aristotle nearly twenty-five hundred years ago, that there are three distinct stages or orders of thinking manifested by man. The first is the stage of uncritical common sense which lies below the horizon of the intellectual life. It is characteristic of the child and of the countless millions of unreflecting adults. It has been dignified by the name common sense, but its proper designation is common ignorance.

The second stage or order of thinking looks upon the world as one of constantly changing but definite objects whose interrelations are of massive significance. This point of view and the methods that have been developed for giving expression to it constitute science, the true source of whose life is to be found, as is admirably indicated in the profound words of Lotze, "in showing how absolutely universal is the extent, and at the same time how completely subordinate the significance, of the mission which mechanism has to fulfill in the structure of the world."

The third stage or order of knowing views the world as totality. There is, then, obviously nothing to which totality can be related, nothing on which it can be dependent, and no source from which its energy can be derived. The habit of mind which has reached this third stage or order of knowing, its standpoint and its insights, are philosophy. These, and these alone, are philosophy. He who cannot grasp the distinction be-

tween the three orders or stages of knowing, and who cannot view the world or cosmos as totality, is not capable of philosophy. His reflections and his teachings, however interesting or however important, should be called by some other name.

The liberally educated man is, consciously or unconsciously, cast in the philosophic mold. He has equipped himself for reflective thinking, for interpretation, and for those deeper insights into the meaning of knowledge and of life that raise him above the common mass of men. It is this liberally educated man who, when fired by scholarly zeal and passion for truth, makes the ideal academic teacher and gives to the youth who surround him some portion of his own insights and his own character. This is the man for whom the University is in search as its various posts of leadership and distinction fall vacant with the lapse of time.

For two generations a very considerable part, perhaps a major part, of the effort of educational systems and

Must Science Go the Way of the Classics?

institutions has been expended upon the development of teaching and research in the natural and ex-

perimental sciences and in making adequate provision for this work in men, in laboratories and in apparatus. When the movement for extensive study of the natural and experimental sciences began, it was more or less stubbornly resisted by the college faculties of the day. Undoubtedly because of this fact, some scientific schools were founded quite apart from existing colleges and universities, such as the Rensselaer Polytechnic Institute in 1824 and Stevens Institute in 1870. In other cases, schools of science were incorporated in existing institutions for higher education as distinct and more or less independent and autonomous units. This was the case at Harvard where the Lawrence Scientific

School was founded in 1847, at Yale where the Sheffield Scientific School was founded in 1854 and given its present name in 1863, and at Columbia where the School of Mines was founded in 1864. Gradually, however, the opposition to science study and science teaching broke down, and these new and highly important subjects were incorporated everywhere as part of the program of study in the elementary school, in the secondary school, in the college and in the university. Meanwhile the domain of science itself has expanded by leaps and bounds. New knowledge of the most amazing and unsuspected kind has constantly been revealed by eager investigators. The steadily improving microscope and newly discovered instruments and methods of precision and measurement gave man a grasp of the infinitely small which no imagination could have forecast a few years earlier. Applications of scientific knowledge to practical life and to industry are multiplied manyfold, and the daily life of millions of human beings is revolutionized and made vastly more comfortable, more safe and more healthy in consequence.

The essential fact in all scientific study is the use and the comprehension of the scientific method. Nothing is to be taken for granted and no test, whether quantitative or qualitative, is to be overlooked. Every conclusion as it is reached is held subject to the results of verification, modification or overthrow by later inquiry or by the discovery of new methods and processes of research.

One would suppose that after a half century of this experience and this discipline the popular mind would bear some traces of the influence of scientific method, and that it would be guided by that method, at least in part, in reaching results and in formulating policies in social and political life. If there be any evidence

of such an effect, it is certainly not easy to find. Passion, prejudice, partisanship, unreason still sway men, whether as individuals or in the mass, precisely as if scientific method had never been heard of. How is it possible that with all the enormous advances of science and with all its literally stupendous achievements it has produced such negligible results on the mass temperament and the mass mind? This is a question which may well give us pause, for something must be lacking if intelligent men and women, long brought into contact with scientific method and scientific processes, pay no attention whatever to these, and show no effect of their influence, when making their private or public judgments.

One begins to suspect that the teachers of science themselves may have failed in making effective their science and their scientific method in this sphere of their larger usefulness. There can be no question that the decline in interest and authority of the ancient classics as educational instruments was hastened by, and indeed was in no small part due to, the manner and method of teaching those subjects that became substantially universal some sixty years ago. Minute matters of grammatical, linguistic and archaeological importance were dwelt upon and magnified to the exclusion of the larger and broader interpretation of the meaning of the life, the thought, and the civilization of the ancient Greeks and Romans. Emphasis was increasingly laid upon the training of accurate and meticulous classical scholars, which was all well enough in its way, but which was something quite different from using the ancient classics as effective and stimulating educational instruments for the great mass of men. It is a sorry, but safe, reflection that had the classics been properly taught and presented in school and in college they would not now be in their parlous situation. Can it be possible that something of the same sort is about to happen in the case of the natural and experimental sciences? If these subjects are to be presented only for the purpose of training specialists, and if the methods to be followed are those that, while appropriate for investigation, have no relation whatever to interpretation, then it may well be that in another generation general interest in the natural and experimental sciences and general knowledge of their meaning and significance will have greatly declined. If these disintegrating forces are at work, then it is quite useless to cite present statistics as to the extent and popularity of science teaching and science study as evidence that existing conditions will continue indefinitely.

If one desires to be a physicist, a chemist, or a biologist, and is ready and willing to devote his time and his energy to that end, then the methods now in vogue in the colleges and universities are excellent. If, however, one wishes to know what physics, chemistry and biology are about, how they came into existence, what has been their history, who have contributed in most important fashion to their advance, how they are related to each other and to other branches of knowledge, and what is the significance of their present conclusions and applications, then he will find it very difficult indeed to get guidance or help from any teacher of physics, of chemistry, or of biology. In fact, many of these teachers do not possess this sort of knowledge. This was not always the case. Faraday could interpret as well as investigate and stimulate investigation; Helmholtz and DuBois Reymond were past masters of the art of scientific exposition and interpretation; so were Huxley and Tyndall and Kelvin. Why must the science teachers of to-day turn their backs upon the example and the achievements of these great masters, and neglect the opportunity which is daily offered to make science and scientific method a real and commanding factor in the life of tens of thousands of human beings by explaining to them what science is all about? The making of a few score of admirable specialists, the training of a few hundred research students and the annual production of a small army of youth with narrow, if minute, information useful in some particular vocation, is a sorry substitute for reaching the great mass of the population with the influence and the ideals of scientific inquiry and scientific method.

Nothing can so quickly or so surely kill any subject of instruction and deprive it of its influence as an educational instrument as uninspiring teaching or the stubborn insistence upon false methods. Surely, the example of the ancient classics ought to suffice. They were killed largely by those who taught them. Men of light and leading are everywhere trying to resurrect the classics from their academic grave and to re-establish them where they belong as a chief foundation of all liberal education. It would be poor business indeed if, while the ancient classics are being resurrected, the natural and experimental sciences should be led by their teachers into the valley of the shadow of academic death.

As has been pointed out from time to time in these Annual Reports, one of the most persistent and vexatious of the problems that confront Columbia University has to do with the determination of ways and means by which enrolment may be limited, and only really well-prepared, earnest and genuinely promising students admitted to share the advantages and opportunities which the severely taxed resources of the University have to offer. All systems of purely numerical or mechanical limita-

tion are to be rejected at once. If it be announced that but 400 men will be admitted to the Freshman Class in Columbia College, the 401st to apply may be far more worthy of admission than any of the 400 who have preceded him. Any workable and ethical system of numerical limitation must be sufficiently flexible to permit the Director of Admissions and his associates to treat individual applicants on their merits to the largest possible extent. There are two factors the existence of which must never be overlooked. These are, first, the physical limitations of lecture-rooms, laboratories and libraries. There is a definite saturation point for each of these which must be determined and recognized. The second is the importance of treating every student as an individual and not merely as one of a crowd, class or group. Whether or not students are treated as individuals, and whether or not they have intimate and helpful relationships with their teachers, depends not in the least upon the size of the enrolment of any given school or college, but wholly upon two other matters which are of vital importance. These are, first, the proportion between teachers and students, and, second, the spirit of the institution itself. If the proportion between teachers and students is what it should be, then there will always be enough teachers available to institute and maintain personal relationships with those students who come under their care. If, in addition, the spirit of the institution is one of helpful understanding of each individual's needs, hopes and aspirations, then the problem of proper instruction and adequate educational needs is well-nigh solved. Columbia College is, as colleges go, a large college, but it may well be doubted whether in any college, large or small, the spirit of care and oversight for the individual student exists in higher degree.

The three parts of the University in which the problem of admission is, at the moment, most serious are Columbia College, Barnard College, and the Medical School. In addition to those persons who file formal written applications for admission there are always large numbers who make oral application and who, after discussing with the Director of Admissions and his staff their own particular problem, are advised not to go forward with the preparation of a formal application to be admitted to any part of the University. In the year 1924 more than 1600 applications for admission to Columbia College were received. Of this number, 636 were permitted to enter either as Freshmen or with advanced standing. For Barnard College there were 830 actual applications for admission in September 1924 and 128 additional applications in February 1925, or 958 in all. Of these, 316 were admitted either to the Freshman Class or with advanced standing. At the Medical School, there were approximately 400 applications for admission to the First Year Class in September 1924. Of this number, only 185 were admitted. The number of applicants found ineligible in the other schools of the University differs greatly, but it is the judgment of the Director of Admissions that the proportion found ineligible to be permitted to enrol in any part of the University varies from 50% to 100% of those who are accepted. Where do these students go? Many of them, no doubt, find opportunity to associate themselves with some other institution of higher education, but many of them would be better advised if they sought the discipline and the education of some gainful occupation. That work is itself an educational instrument of unrivalled utility and significance usually escapes public attention. The discipline and information which some persons obtain from books and laboratories, others obtain from systematic occupation. It would be a calamity if the notion were to gain ground that every youth of whatever talent, capacity or temperament must spend the years up to eighteen, twenty or twenty-one in receiving systematic instruction in an educational institution. After the general foundations have been laid, farther systematic study becomes a specialty which is excellent for many persons, undesirable for many more, and quite useless for others. Those for whom it is either undesirable or useless almost invariably contract bad habits, both mental, moral and physical, while following a course of college residence and study for which they have neither taste, disposition, nor capacity. It takes all sorts and kinds of people to make a world, and not all of the best of them will be college graduates by any means.

At the request of the President, the Dean of Columbia College and the Dean of Barnard College have caused to be prepared certain statistical informa-

tion which throws interesting light upon some of the characteristics and

Some Facts about College Students

academic habits of the undergraduate body at Columbia University. While this undergraduate body constitutes less than ten per cent of the University's total annual enrolment, it is highly organized and plays a vitally important part in the life of the entire institution. It not only provides the indispensable link between the secondary school system of the nation and those graduate and professional studies which are the essential part of the work of the University proper, but it offers to those advanced and professional studies a solid foundation upon which to rest. Were it not for the existence and prosperity of the two undergraduate colleges, the University proper would present a very different appearance to the public. On the other hand, if the two undergraduate colleges were not literally imbedded in the

University's structure, their existence and measure of usefulness would be at best fitful and precarious.

About twenty-five years ago, statistics were gathered and published which showed that the constituency of any given American college was preponderantly local in geographic origin. In the case of some colleges, the number of students coming from the immediate neighborhood was as high as 95% and in no case did it fall below 75%. Probably conditions have changed somewhat in the interval, but even to-day an examination of the facts would probably show that few colleges draw more than 20% or 25% of their attendance from any considerable distance. In the case of Columbia College, the facts for the enrolment of the last academic year are the following:

Of these undergraduate students, 1087 or 58% came from some part of the city of New York; 333 students, or 18%, came from points sufficiently near by to be reached in less than two hours' time; 387, or about 21%, came from considerable distances; while 39, or about 2%, came from foreign countries. Of the 443 students who were admitted to Columbia College in September 1924, 50 were sons of laborers, 49 of merchants, 30 of lumbermenand men in the automobile industry, 27 of manufacturers, 27 of physicians, 21 of real estate operators, 18 of engineers, 18 of lawyers, 15 of contractors, 15 of salesmen, 14 of business executives, II of superintendents, foremen and inspectors, 10 of farmers, 10 of teachers, and 9 each of bankers, clergymen and brokers. The fathers of 47 were either dead or had retired from active business. Of these newly registered students, about 64% were children of parents neither of whom had received a college education, about 4% were children of a mother who had had a college education but of a father who had not, 18% were children of a father who had had a college

education but of a mother who had not, and 8% were children of parents both of whom were college graduates. Only 5% of these students were sons of alumni of Columbia College. The public secondary schools had trained 59% and private schools 17% of the total number. The others were either admitted to advanced standing or had obtained their preparatory training in some other way. So far as the Dean of Columbia College and the Secretary of Appointments can determine, about 40% of the undergraduates in Columbia College are engaged in gainful occupation to enable them to meet all or part of the cost of their college residence.

Perhaps the most striking fact in connection with the undergraduate body of Columbia College is that 57% of the students who enter continue their course to the end and receive the degree of Bachelor of Arts. addition, probably 15% more receive other forms of the Bachelor's degree. In many institutions of college grade, both East and West, not more than 30% of those admitted continue the college course to the point of graduation. Moreover, the contribution which Columbia College makes to the advanced and professional courses of the University is very remarkable. For the five-year period beginning with 1920, no fewer than 1035 of 1606 graduates of Columbia College, or 64 %, went forward to university work, either professional or non-professional, in Columbia University itself. At least 10% additional entered other universities than Columbia. most extraordinary figure and indicates more eloquently and more conclusively than any number of words the intimate and helpful relation which exists between Columbia College and the work of the University proper.

It is plain that Columbia College at least is something very different from the type of institution which has been humorously described by Brander Matthews as "a well-appointed country club, with incidental opportunities for study".

In the case of Barnard College, out of 836 students, 289, or about 34%, were daughters of fathers who were college graduates, and 89, or about 10%, were daughters of mothers who had received a college education. The daughters of professional men, including physicians, lawyers and clergymen, numbered 296, or about 35%, while the daughters of business men, using that term in a very general sense, numbered 534, or about 63%. The public secondary schools provided 557, or about 66%, while the private schools furnished 279, or about 33%. Of the total number, 212, or 25%, were earning their college expenses in whole or in part.

These figures, which have been gathered with care, indicate with striking clearness that Columbia College and Barnard College reach directly every type and phase of American life and rest upon a constituency which is thoroughly democratic in the best sense of that muchabused word.

The original building which was called King's College made provision for the residence of both teachers and students. The College of that day was, The Resident in fact, conceived after the model of an Population Oxford college, where both teachers and taught lived together in a single society. For the President, either rooms or a separate house have been provided since 1755, except for the years between 1889 and 1912. With the development of the city of New York, and particularly following upon the removal of Columbia College from its original site to that at Madison Avenue and 49th Street, the number of teachers and students in college residence steadily declined and finally frittered away. For a number of years there were two houses at the Madison Avenue and 49th Street

site that were occupied by professors and their families, but no students were ever in residence there. With the removal to Morningside Heights in 1897, the question of college and university residence became not only important, but pressing. The area immediately surrounding the new University buildings was still to be built up and it was plain that the University would require for its greatest satisfaction and highest efficiency as large a company as possible of resident teachers and students. There were those who resisted the proposal to erect residence halls for students on the ground that, however appropriate these might be in a country village, there was no need for them in the city of New York. Of course, the exact contrary was the fact. There was more need for residence halls in New York than anywhere else, in order that, despite the attractions and manysided contacts offered by a metropolitan community, as large a number as possible of teachers and students might be held together in a resident society of their own. The final impulse was given when, in 1904, Mrs. Helen Hartley Jenkins and Marcellus Hartley Dodge, '03, made their munificent gift for the erection of Hartley Hall. Livingston Hall followed, and from that time there has been steadily increasing provision for both officers and students who wish to live in buildings belonging to the University. Indeed, so far as the students are concerned, it has not been possible to erect residence halls fast enough to keep pace with their needs and demands.

It is equally important that as large a number as possible of the teaching staff be brought into academic residence on Morningside Heights. One of the great advantages which the University has to offer to its scholars is the contacts which it makes possible with scholars in many other fields than their own. It is

these contacts which keep specialists from becoming too special and narrow, which enlarge their outlook on life, and which greatly increase their intellectual sympathy and thereby their intellectual power. While much remains to be done, particularly in providing apartments for those academic officers whose salaries are not large enough to enable them to meet with comfort the ordinary scale of New York City rentals, yet the resident academic population on Morningside Heights is already so considerable as to be impressive.

During the year 1924-25, 2577 students had rooms in residence halls belonging either to the University itself, to Barnard College, or to Teachers College. Of this number, 325 were undergraduates in Columbia College, 80 were students in the School of Law, and 35 were students in the School of Medicine. During the same year more than 200 members of the teaching and administrative staff had rooms or apartments in buildings belonging to one of the corporations included in the educational system of the University. Many hundred others, officers and students, reside elsewhere on Morningside Heights or in the immediate vicinity, without yet having been able to obtain accommodations in buildings which are the property of the University. These facts indicate a most significant development and have much to do with the unity of the University and its influence.

The lack of just this element of institutional strength is now keenly felt at the University of London, at the University of Paris, and at the University of Berlin. At the University of Paris, a vigorous and well-planned effort is under way to remedy this defect by the development of the Cité Universitaire, which, however, circumstances have required to be placed at a considerable distance from the Sorbonne itself. It is of

more than passing interest that the Sorbonne, founded some seven centuries ago by Robert de Sorbonne to serve as a residence hall for students at the University of Paris, should have developed in the interval into a purely academic building, while the University is now in search of convenient and suitable resident accommodations for its students. Rashdall speaks of the establishment of the Sorbonne as "an event of European importance." A similar judgment will perhaps one day be passed by the historian of the American universities when he comes to describe the policy which has brought together on Morningside Heights a large and rapidly growing resident population of teachers and taught.

It was Garrick, a great admirer of George White-field's preaching, who said that Whitefield's eloquence was so persuasive that he could reduce his hearers to tears merely by uttering the word Mesopotamia. The word research has come

Support of Research

to be something like the blessed word Mesopotamia. It is used to reduce everyone to silence, acquiescence and appropriation. The fact of the matter is that something between 75% and 90% of what is called research in the various universities and institutes of the land is not properly research at all, but simply the rearrangement or reclassification of existing data or well-known phenomena. This rearrangement and reclassification are important, no doubt, and sometimes highly significant, but it is an error to confuse them with a genuinely new contribution to the sum total of human knowledge or human understanding. Not many persons in any one generation are capable of real research. This requires not only a special type of intellectual endowment, but also a special sort of temperament. The

Rashdall: The Universities of Europe in the Middle Ages (Oxford, 1895), I:489.

breakers of genuinely new paths through the field of knowledge are almost, if not quite, as rare as those who are really poets. It is well to bear these facts in mind in estimating the value of what is reported as the result of an original investigation. An original investigation may, and usually does, add a good deal to the knowledge of the individual investigator without adding anything to the knowledge of the human race. It is none the less laudable on that account. The spirit of research is that which is to be encouraged, supported, and persistently developed, if a university is really to live and to progress. It is the spirit in which the university teacher approaches and interprets his subject, and the spirit of inquiry which he communicates to those younger scholars who surround him, which are the important things and which record the measure of a university's success in achieving its ideal.

Fortunately, at Columbia University the spirit of research is everywhere active and persistent. annual Budget of the University makes specific appropriation of a substantial sum which is apportioned for the support of those undertakings which at the moment seem most promising or most likely to be pushed to a successful conclusion. In each one of the University's scores of laboratories there is either an individual or a group working on some problem which, if solved, would add something, however small, to the knowledge and understanding of men. The University libraries are the research laboratory of all the Departments, and there are to be found, week in and week out, eager and patient workers in some one of a hundred different parts of the field of human knowledge. In this way and by the publication of the results of these studies, the University justifies itself and makes its large volume of contribution to the knowledge, the understanding, and the satisfaction of men.

The long and difficult task of preliminary study and preparation having been completed, ground was broken for the erection of buildings at the new The New Medical Center on January 31, 1925. Medical Center Since that date the work of construction has gone steadily forward. The projected buildings and their distribution on the site are shown in the diagram on page 40. The oversight of this undertaking has, by action of the Trustees of Columbia University and the Board of Managers of the Presbyterian Hospital, been placed in the hands of a Joint Administrative Board composed of William Barclay Parsons, John G. Milburn, and Walter B. James, as representatives of the University, and of Dean Sage, Edward S. Harkness, and Henry W. DeForest, as representatives of the Hospital. To this Board are referred all matters relating to the

During the year arrangements have been completed by which, under the authority of the State Hospital Commission, a Psychopathic Hospital with exceptional provision for research will be built by the State of New York upon a part of the Medical Center site. The Board of Managers of the Babies' Hospital and the Board of Managers of the Neurological Institute have also decided to rebuild their institutions on the Medical Center site and to bring their clinical work and opportunities for research into close affiliation with the Presbyterian Hospital and the Medical School.

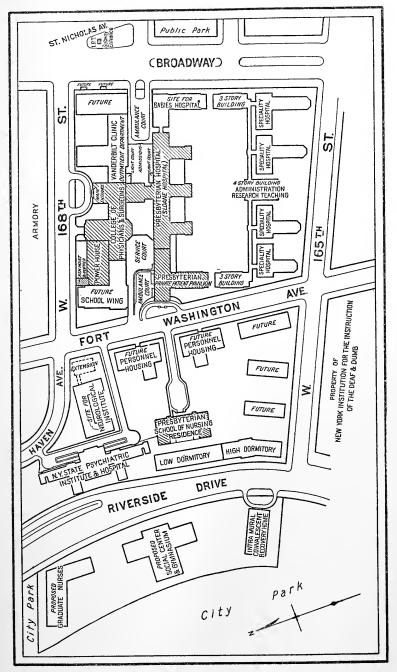
new undertaking, whether of principle or of detail.

Under the terms of the original agreements, made in 1886 and 1889 respectively, by which the Vanderbilt Clinic and the Sloane Hospital for Women were established in connection with the Medical School, the University assumed the obligation to rebuild the Clinic and the Hospital in case the Medical School should ever be removed from its present site on West 59th Street.

With the cordial approval and consent of the surviving donors and through the effective cooperation of the Presbyterian Hospital, a plan has been agreed upon whereby the Vanderbilt Clinic and the Sloane Hospital will be rebuilt upon the Medical Center site and their administration transferred from the University to the Presbyterian Hospital. Both the Vanderbilt Clinic and the Sloane Hospital would undoubtedly have been made part of any University hospital system, had such existed at the time of their original institution. Because of the lack of any such University hospital system, the Vanderbilt Clinic and the Sloane Hospital were given to the University to be administered by it in direct association with the work of the Medical School. Both have proved to be invaluable instruments of medical education and research, and both have established their reputation for scientific and public service beyond peradventure. On the new site both the Vanderbilt Clinic and the Sloane Hospital will greatly extend their usefulness and their public service as well as come into possession of new and thoroughly modern construction and equipment.

The financial obligations which have been assumed by the University in connection with the development of the new Medical Center are three and only three: (1) to meet the cost of construction and equipment of new Medical School buildings, which is estimated at \$3,000,000; (2) to rebuild the Vanderbilt Clinic and the Sloane Hospital for Women upon the new site in compliance with the terms upon which these institutions were given to the University; and (3) to maintain the University's own work of teaching and research in the new Medical School buildings at a cost that will obviously be greater than at present.

To meet the first of these obligations, the University received pledges of \$1,000,000 each from the General



NEW MEDICAL CENTER

Education Board and the Rockefeller Foundation under date of April 29, 1921, and of \$1,000,000 from the Trustees of the Carnegie Corporation under date of May 12, 1921. Since the contract price of the new Medical School buildings and equipment is \$2,977,000, it is plain that the estimate of \$3,000,000 will not be adequate to meet the entire cost of all that the University wishes to do and must do under the new conditions. This, together with the fact that the cost of physical maintenance as well as of instruction and research at the new site will be considerably greater than the sums now appropriated for those purposes, makes it plain that the University, if not to be crippled, must shortly receive additional gifts of not less than \$5,000,000 for the equipment and work of the Medical School under the new conditions. Not less than \$1,000,000 additional is needed to remove and rebuild the School of Dental and Oral Surgery on the new site, and this is something which it is most important to do. Therefore, some \$6,000,000 represents the University's immediate and pressing need in connection with its Medical School development.

While the University undertakes no present financial obligation in connection with the clinical work at the new site other than that of the Presbyterian Hospital, the Vanderbilt Clinic, and the Sloane Hospital for Women, it is obvious that new and inviting opportunities for clinical instruction and research will present themselves by reason of the proximity of the other institutions that have been mentioned. To take full advantage of the presence of the State Psychopathic Hospital, of the Babies' Hospital, and of the Neurological Institute, will call for a sum considerably larger than that which has just been named. It is clearly understood, however, that the definite obligations of the University are confined to the three items that are named above. It is hardly

conceivable that the people of the City of New York will permit this development—in some respects the most striking and the most useful that has taken place in a generation—either to lag or to lack because of failure to receive adequate financial support.

The gravest problem of general interest which now confronts the University has to do with the housing, the oversight, and the upbuilding of the University Libraries. The Provost of Libraries the University, who has served with effectiveness as Acting Librarian since 1916, has asked to be relieved of farther academic service on June 30, 1926. His going compels instant consideration of the question as to what should be the policy of administration to be pursued in connection with the University Libraries, as well as what person should be sought to direct that administration.

In McKim's striking plan for the construction of the University buildings on Morningside Heights, the dominating structure was a building for the Library. It was McKim's expressed thought that the Library was really the heart of the University and that it should be placed as nearly as possible at its middle point and in a position not only of convenience but of architectural dominance. The result was the stately and imposing structure which is the main Library building of to-day. With the growth and many-sided developments of the University, however, this great Library building has for years past been wholly insufficient to care for more than a mere fraction of the books and of the readers who so constantly use it. As a consequence, group or departmental libraries, now some fifteen in number, have been instituted, which disperse the collections, increase the cost of their administration, and either tempt or compel much duplication in making new purchases. The first part of the problem to be solved is the physical one and has to do with the housing of the books and the making of larger provision for the hundreds and thousands of readers who are almost hourly seeking places to work in some one of the University Libraries. A fortunate and convenient, though costly, method of meeting this need will be by the speedy completion of University Hall and the use of its entire space above the present administrative offices, after making allowance for the projected Alumni Memorial Hall, for stackrooms, a loan desk, and reading rooms both general and special. The space that would thus be available is ample to meet the needs of the present as well as those of the near future. The vast body of readers, particularly those who are students enrolled in University Extension and at the Summer Session, would find there the books that they require. The main Library building could then be transformed, as is most desirable, into a workshop for scholars and advanced students who might there pursue for a considerable period of time, in quiet and without interruption, their special studies and investigations. Funds for the completion of University Hall must be sought at once. To finish the building and to equip it for Library purposes will cost not less than \$3,000,000. This method of dealing with the matter was first proposed in the Annual Report for 1921 (p. 37) as offering the best possible method of meeting the University's urgent needs in connection with its libraries.

Fortunately, it is not necessary for this generation to relieve its successors of their own particular burdens. Were it otherwise, one must stand aghast in contemplation of the Library problem a century or two hence, if the publication of books, pamphlets and periodicals continues at the present rate and if university teachers

and students insist upon seeing at least once everything which appears in any language which deals with their special field of intellectual interest. To be sure, the vast majority of these publications are, from the large point of view, quite worthless. They should not have been written and they need not be read, but, having been written, there are always some who wish to read If they are all to be purchased, catalogued, classified, and kept on the shelves, then there will come a time when there will be neither cubic space nor funds sufficient to accommodate and care for the collections of books and pamphlets that will accumulate at Columbia University. If attempt be made to select those publications that are to be preserved and those that are to be sold, exchanged, given away, or destroyed, then it is pointed out that what is one man's meat is another man's poison and that a title marked for expropriation or destruction may be precisely the title of which some particular individual is most eagerly in search. not difficult to state the Library problem and to describe it from different points of view, but the time may come when the University Libraries will present a problem that will be beyond the reach of the counsel solvitur ambulando, for to walk around it may turn out to be much more than a Sabbath Day's journey.

"We see in our land tens of millions of men and women who acknowledge no connection with religion, and, as a result of this, a large proportion of our children growing up without religious influence or religious teaching of any sort."

These very definite and most disquieting words are found in the Pastoral Letter addressed by the bishops of the Protestant Episcopal Church to their clergy and laity at the close of the triennial convention of 1925. The accuracy of this statement by the bishops cannot

be doubted and the significance of the facts to which it calls attention is far too important to be passed over in silence.

The essence of all true education is so to train, instruct and discipline the youth that he may comprehend the environment, physical and spiritual, in which his lot is cast and be able to make his contribution, however slight, to its development and enrichment. Five separate and irreducible elements constitute the spiritual environment of the child. These are the literary, the scientific, the esthetic, the ethical and institutional, and the religious. A youth who is deprived of opportunity to gain insight into each one of these and some understanding of it, has thereby been deprived of a portion of his inheritance. Either his parents or his teachers, or both, will have filched something from him to which he is entitled. It is not at all essential that a youth should look forward to being a man of letters, or a scientist, or an artist, or a moralist and institution-builder, or a person of religious faith and practice; but it is essential that he should know what part each of these has played in the history of civilization and in bringing to pass the intellectual and spiritual conditions under which and into which he is born. The notion that because men do not agree in matters of religion, therefore it must be taboo in education, is quite as grotesque as it would be to exclude poetry from the schools and colleges because a large majority of men read only prose or because critics fall into violently conflicting groups as to the importance and influence of individual poets or schools of poetry.

In the modern state, with its elaborate system of tax supported schools, and as public opinion now is, it is not practicable to include religious instruction in the program of studies on the same plane with literature, science, art, and morals. Therefore, unless religious instruction is to disappear entirely, provision must be made for it by the family and by the church. The outstanding fact is, however, that both the family and the church have abdicated as systematic and serious teachers of religion, and that is why the condition exists to which the Pastoral Letter refers in so uncompromising terms. Of all the many different branches of the Christian Church which are represented in the United States, it is probably the Roman Catholic Church alone which makes serious, systematic, and highly organized effort to give genuine religious training to the children of its faith. The so called Sunday Schools of the Protestant churches, with here and there honorable and highly commendable exceptions, are, educationally speaking, of little avail, and it would be no exaggeration to describe their influence as factors in religious education as almost negligible. In this condition of affairs are to be found the elements of a very difficult social and educational problem and one which, if not satisfactorily solved, may completely alter the aspect of civilization within the next generation or two.

It so happens that of the five elements or aspects of the spiritual environment of the youth of to-day, religion has been for quite two thousand years by far the most important. As Lord Acton has pointed out, religion has been the cause of more wars than any other single moving force. Religion has inspired more literature, more painting, more sculpture, more architecture, more music, and a larger part of man's ethical and institutional life than has any other one thing. To say now that it is not to be taught or referred to in teaching because the teacher himself prefers to have no religious belief or cannot agree with others as to what form of religious belief is the best justified, is certainly a preposterous proposal.

Primarily, and throughout the years of elementary and secondary education, the duty of giving religious instruction and training rests upon the family and the church. The program of secular instruction should always be so arranged as to offer, at stated and reasonably frequent intervals, ample opportunity for the religious instruction of those students whose parents wish them to have it. After the stage of secondary education is passed, conditions alter. The college, if it is to do its full duty. must not only offer opportunity for religious worship, but it must also provide definite instruction in religion for those who seek it. It would be quite as unreasonable to exclude religion from the college curriculum as it would be to exclude literature, or science, or the fine arts, or the study of the ethical and institutional life of man.

It is a satisfaction to record the fact that during the past few years the number and extent of the courses of instruction offered at Columbia to undergraduates, both men and women, in religious subjects, have notably These courses are planned in no sense for those who look forward to the ministry as their chosen profession, but rather for those undergraduates who wish to make sure that they have taken advantage of their college residence to secure the elements of a well-rounded education. The religious inheritance of the race, the classic literature of religion, the nature of religious experience, and the influence of religion in individual and social life, are all presented with fullness of scholarship and without sectarian or partisan bias. A controlling principle of these courses of instruction is that religion can and should be stated with the same thoroughness and freedom from prejudice that characterize any one of the secular subjects of study. The personal faith of the individual and the established tenets of various religious bodies are, and should always be, respected. The approach to these subjects is in no sense either doctrinal or hortatory. The aim of the instruction is to examine, in scholarly fashion and with impartiality, what religion is and what part religion has played in the history of the human race. The subjects of these courses include the Bible, the study and interpretation of religion, the philosophy of religion, church history, and religion as a factor in personal and social life. The attendance upon these courses steadily increases and their good effect is marked.

It must not be forgotten that the first colleges to be founded in America had preparation for the Christian ministry as a chief aim. Harvard College was brought into existence by those who determined "to advance learning and perpetuate it to posterity" and who dreaded "to leave an illiterate ministry to the churches when our present ministers shall lie in the dust." The declared purpose of Yale College was to fit young men for service "in church and civil state." How completely conditions have changed in the past two hundred years is a matter of common knowledge. Christian ministers are not now, and for a long time past have not been, trained in the colleges, but rather in separate theological schools or seminaries. Sometimes these schools or seminaries are associated with universities, but in the large majority of cases they are not so. The first separate theological seminary appears to have been established at Flatbush, Long Island, in 1774 by the Dutch Reformed Church. The Theological Seminary at Princeton was organized in 1812 by the Presbyterian Church. The Lutheran Church instituted its first seminary at Hartwick, N. Y., in 1816. The Baptist Church followed in 1819, the Protestant Episcopal Church in 1822, and the Methodist Church in 1839. There are now in the United States

about one hundred and thirty theological seminaries of one sort or another, but their educational standards are, for the most part, lamentable. "The typical student now preparing for the ministry is in the twenty-to-thirty-year age-group, is likely to have been brought up on a farm, is a high school graduate who has studied three to four years in college, has felt a definite vocational call, has migrated from his home state to another to attend the seminary of his choice, prefers a city environment both for training and for the pastorate, receives free tuition for his professional education and may receive aid for living expenses, and expects to keep a permanent denominational connection which shall largely influence his life. This student represented the average of a body of 9000 in the United States in 1921–22."

Many of these theological students have no college training whatever and many more have had a college training in whole or in part, which would not differ greatly from that offered by an average secondary school. In other words, the standard of intellectual and scholarly attainment is low. Not a few of the most distressing and widely heralded of present-day happenings in the United States are traceable directly to this fact. Unhappily, that "illiterate ministry" which it was the purpose of the pious founders of Harvard College to forfend, is now, after three hundred years, in ample evidence on every side.

It would be interesting, were accurate statistics available, to trace the changing proportion of candidates for the ministry in the graduating classes of a given college over a considerable period of time. In the case of Columbia College, from 1850 to 1859 the proportion seems to have varied between 22% in the former year and 9% in the latter; between 1860 and 1869 it varied

¹ Kelly: Theological Education in America (New York, 1924) D. 152.

from 2% in the former year to 15% in the latter; from 1870 to 1879 it varied from 6% in the former year to 8% in the latter; from 1880 to 1889 it varied from 10% in the former year to 2% in the latter; from 1890 to 1899 it varied from 6% in the former year to 3% in the latter; from 1900 to 1909 it varied from 4% in the former year to 1% in the latter; from 1910 to 1919 seven of the ten classes contained no candidates for the ministry, and the number in the remaining three classes was pitifully small. How far this situation has now changed for the better is shown by the fact that there is among the undergraduates a pre-theological society which consists of 21 enrolled students. The Dean of Columbia College believes that there are not fewer than 35 men now in College who are looking forward to the ministry as a profession. The scholarly standing of these men is, in his judgment, fully up to the average, and that of some of them is distinctly above it. It is to be noted, however, that the widespread intolerance which has recently had so many unhappy manifestations throughout the United States, together with the pathetic character of the theological disputes which receive so wide publicity, act to deter many men who might otherwise do so from choosing the Christian ministry as their calling in life.

If the full truth were said, it would probably be that the greatest obstacle at present to religious faith, religious conviction, and religious worship is the attitude and influence of a very large proportion of the poorly endowed and poorly educated Protestant clergy. The Archbishop of Canterbury has recently had something to say on this subject which was very courageous and which, by reason of his exalted position and immense influence, ought to produce some effect. He was quickly followed by the Bishop of Durham, himself one of the

most important figures in the Anglican Church, who points out the change in the English universities themselves so far as regards the number of students preparing to take holy orders. The Bishop adds significantly: "The notes of authority, undoubting conviction and assured belief which have marked the greater preaching of the past are now largely absent. This unavoidable shadow on the religious ministry in time diffuses doubt and intellectual confusion. The educated modern preacher whose sincerity is linked with knowledge must often say with the compromising Bishop in Browning's famous poem:

With me, faith means perpetual unbelief Kept quiet like the snake 'neath Michael's foot Who stands calm just because he feels it writhe."

The Archbishop of Canterbury and the Bishop of Durham were joined by the Dean of St. Paul's, who exclaims: "The golden age of the pulpit is over; but it is a great mistake to despise preaching, or to suppose that in this art, unlike all others, personal goodness will compensate for the want of careful training and diligent application."

What the world sorely needs, if it is to have its religious convictions deepened and its faith made more sure, is another St. Dominic or St. Francis, another Wesley or Whitefield, another Newman or Pusey or Keble, another Lacordaire. The religion of modern man will not long survive if fed on the husks alone.

In the Annual Report for 1913 (p. 2) a statement was made to show the condition of the University's Income and Expense Account at the close of each fiscal year beginning with July 1, 1907, when the plan for refunding the corporate debt of three million dollars, incurred in the purchase and devel-

¹ The London Speciator, October 24, 1925, p. 687.

opment of the site on Morningside Heights, came into operation. It will be of interest to repeat this statement and to continue it to the close of the year, June 30, 1925.

Year	Surplus	Deficit
1907-08	\$ 52,885.18	
1908-09	59,540.58	
1909–10	52,528.46	• • • • • • • • • • • • • • • • • • • •
1910–11		\$ 3,093.11
1911–12		19,711.20
1912–13		67,769.12
1913–14		42,952.64
1914-15		13,592.55
915–16		40,855.14
1916–17	30,547.37	
917–18		211,106.17
1918–19	82,214.74	
919–20	71,590.93	
1920–21	89,571.82	
921–22	156,630.54	•••••
1922-23	98,786.81	
923-24	54,982.74	• • • • • • • • • • • • • • • • • • • •
924-25		122,909.21
	\$749,279.17	\$521,989.14

By the vigorous effort of the Alumni Fund Committee, the sum of \$199,218.36 was raised to reduce the deficit incurred owing to war conditions in the year 1917–18. Making allowance for this gift, the net surplus for the period since July 1, 1907 is \$426,508.39.

An examination of the Treasurer's Report for the year ending June 30, 1925 (p. 5), shows that the actual deficit for the year amounted to \$122,909.21. This furnishes a definite mark at which it is greatly hoped the Alumni Fund Committee will aim. Without assistance from the Alumni Fund, it is plain that the time has arrived when the University is about to be gravely embarrassed in

making its budget year by year. Gifts for specific purposes, however interesting or important, have no effect upon the deficit in income and expense account. That deficit can only be met by unrestricted gifts which the Trustees are at liberty to apply to meeting the cost of current maintenance of the University's work. No other sort of gift approaches in importance one made in this way and for this purpose.

The report of the Treasurer (pp. 393-532) shows in detail the gifts and bequests received by the University during the year ending June 30, 1925. The total amount of these gifts is \$1,329,500.81. Gifts largest items in the list are \$558,185.87 from the Trustees of the Trust of William S. Tod, to be added to the John Stewart Kennedy Endowment Fund; \$350,000 from the Estate of Joseph R. DeLamar, to be added to the DeLamar Endowment Fund; \$100,000 from an anonymous donor, for the endowment of the Department of Mining and Metallurgy; \$41,364.89 from the Estate of Stephen Whitney Phoenix, to be added to the principal of the Phoenix Legacy; \$34,191.25 from the Carnegie Corporation, for the construction of the new Medical School buildings; \$24,329.38 from the Estate of Dr. L. Emmett Holt, to establish a fellowship for the study of diseases of children; \$21,000 from the Alumni Federation, for the Permanent Alumni Fund; \$15,000 from the Trustees of the Trust of J. Kennedy Tod, for the John Stewart Kennedy Endowment Fund; \$15,000 from the Borden Company, for research in food chemistry and nutrition; \$14,885.04 from the Estate of John Stewart Kennedy, to be added to the principal of the John Stewart Kennedy Endowment Fund; \$13,148.95 from the Class of 1900 Arts, Science and Architecture, for the pylon and statue at the northeast corner of Broadway and 116th Street; \$11,650 from the Committee

on the Ralph Edward Mayer Fund, to establish that fund; \$11,000 from the Alumni Federation, for the current expenses of the University; \$11,000 from Joseph P. Chamberlain, for the Legislative Drafting Research Fund; \$9,360.32 from the Estate of Amos F. Eno, to be added to the principal of the Eno Endowment Fund; \$7,500 from the Alumni Federation, for the general fund; \$6,000 from Clarence H. Mackay, for the Surgical Research Laboratory; \$6,000 from the Commonwealth Fund, for educational research; \$5,000 from the Estate of Anna Chesebrough Wildey, for the purchase of books for the Law School; \$5,000 from Edward D. Faulkner, for research work in the Department of Surgery.

The total gifts received during the year by the four corporations included in the educational system of the University are classified as follows:

Purpose	Columbia University	Barnard College	Teachers College	College of Pharmacy	Total
A. Gifts to Capital: 1. General Endowment 2. Special Endowments 3. Buildings and	\$620,431.23 528,202.54		\$149,975.44 31,911.20		\$771,406.67 561,538.10
Grounds	61,696.63		189,398.16	\$10,348.33	261,443.12
B. Gifts to Income: 1. General Purposes 2. Specific Purposes	19,376.17 99,794.24		374,897.74		19,426.17 483,294.19
Total	\$1,329,500.81	\$11,076.57	\$746,182.54	\$10,348.33	\$2,097,108.25

The following statement, which is presented annually, records the gifts in money alone made since 1890 to the several corporations included in the University:

Total			٠			\$62,730,486.33
1924-1925						2,097,108.25
1901-1924						55,173,475.26
1890-1901		•				\$5,459,902.82

In the following summary financial statement, the land, buildings and equipment used for educational purposes are entered at cost; the Upper and Lower Estates at their assessed valuations; and all other property at book values.

	Resources June 30, 1925	Budget Appropriations 1924–25	Income and Expense Account 1924-25		
Columbia University Barnard College Teachers College College of Pharmacy	\$77,459,160.86 7,588,003.10 12,324,185.78 833,286.69	\$6,701,538.60 399,186.23 ¹ 2,568,897.74 ² 128,938.50	- \$122,909.21 + 11,393.38 - 3,537.06 + 28,586.69		
	\$98,204,636.43	\$9,798,561.07	— \$ 86,466.20		

The following officers of the University have died since the publication of the last Annual Report:

On November 9, 1924, Katherine E. MacMahon, Ph.B., B.Lit., Instructor in Journalism, in her thirty-third year.

On January 3, 1925, Henry Alfred Todd, Ph.D., Professor of Romance Philology, in his seventy-first year.

On April 28, 1925, Edward L'H. McGinnis, M.D., Associate in Radiotherapy, in his sixty-fourth year.

On June 4, 1925, John A. Fordyce, M.D., Professor of Dermatology and Syphilology, in his sixty-eighth year.

On August 6, 1925, Thomas Francis Carter, A.B., Assistant Professor of Chinese, in his forty-third year.

On August 19, 1925, Victor F. Lawson, Member of the Advisory Board of the School of Journalism, in his seventy-fifth year.

¹ In addition to \$308,370 included in the Columbia University Budget.

In addition to \$512,050 included in the Columbia University Budget.

On August 25, 1925, Charles Frederick Chandler, M.D., LL.D., Sc.D., Mitchill Professor Emeritus of Chemistry, in his eighty-ninth year.

On October 3, 1925, Gordon Nilsson, A.B., Instructor in English, in his thirty-second year.

On October 15, 1925, William Carr, D.D.S., Honorary Director of the School of Dental and Oral Surgery, in his eighty-fourth year.

On October 28, 1925, Warren Farnham, laboratory mechanician in the Department of Chemical Engineering, in his fifty-ninth year.

These names speak for themselves. They are forever to be associated with lives of usefulness and of devotion to the highest and largest interests not only of Columbia University but of all mankind.

NICHOLAS MURRAY BUTLER

President

November 2, 1925

TABULAR STATEMENTS

TEACHING STAFF

Teaching Staff	Columbia	Barnard	Teachers	College	Totals ²	
	University	College	College ¹	Pharmacy	1924	1925
Professors (including Clinical Professors)		13	51	4	236	249
Associate Professors (including Associ- ate Clinical Pro-						
fessors)	112	10	21	4	105	112
Assistant Professors (including Assist-						
ant Clinical Pro-	0			6	0	~ =0
fessors)	158	14	24	6	138	158
Associates	95	2	20		99	115
Instructors (includ- ing Clinical In-						•
structors)	256	25	94	7	364	357
Lecturers	64	10	41	3	127	105
Curators	2				2	2
Assistants	124	9	70		171	194
University Extension	1					
not included above	0.0	• •			330 ['23-24]	343 ['24-25]
Summer Session not						
included above .	264		• •	• • •	[1924]	263 [1925]
		_		_		
Total	1,667	83	321	24	1,819	1,898
Administrative Offi-						
cers not enumer-						
ated above as					-	6-
teachers Emeritus and Re-	54	9	12	3	66	65
tired Officers	32		2	2	29	32
Total	1,753	92	335	29	1,914	1,995

 $^{^1}$ Excluding the Horace Mann, Speyer, Lincoln and Quaker Grove Schools. 2 Excluding duplicates.

STUDENT ENROLMENT

		Totals	Gain	Loss
I. RESIDENT STUDENTS A. WINTER AND SPRING SESSIONS Undergraduate Students: Columbia College Barnard College University Undergraduates	2,016 978 89		32 9	17
Total Undergraduates		3,083	24	
Political Science, Philosophy and Pure Science Architecture	2,264 82 380 379		359 39	1 163 16
Law	156 710 406		17 20	10
Chemistry	209 852		25	19
Education	2,900 1,999		170	44
dents	186		5	
Total Graduate and Pro- fessional Students. B. Summer Session (1924) includ- ing Undergraduate, Graduate, Professional, and Unclassified		10,523	392	
Students		12,916	241	
Regular Courses (Net)		11,084	1,227	
Gross Total Resident Students Less Double Registration		37,606 2,783	1,884	
Net Total Resident Students		34,823	2,054	
II. NON-RESIDENT STUDENTS UNIVERSITY EXTENSION Extramural Courses Special Courses		2,199 988		857 734
III. HOME STUDY STUDENTS UNIVERSITY EXTENSION Home Study Courses		1,854	1,027	

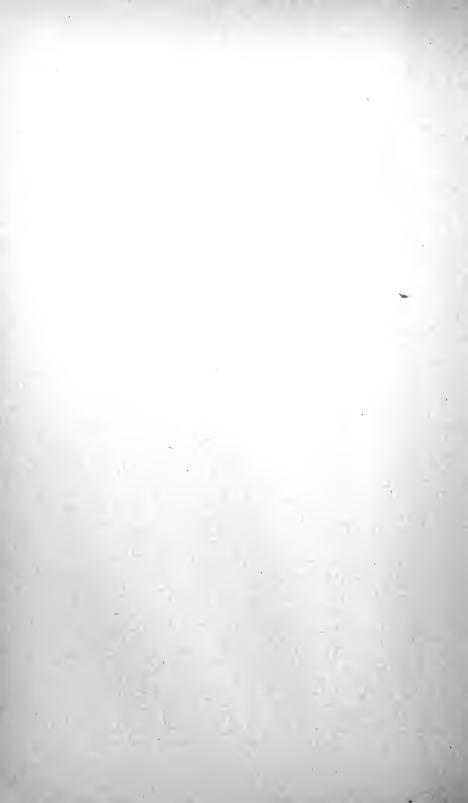
DEGREES CONFERRED

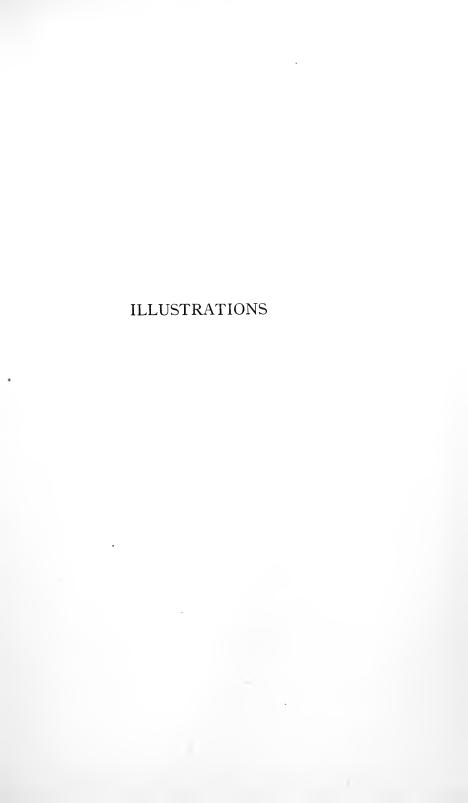
During the academic year 1924–1925, 3,561 degrees and 870 certificates and diplomas were conferred, as follows:

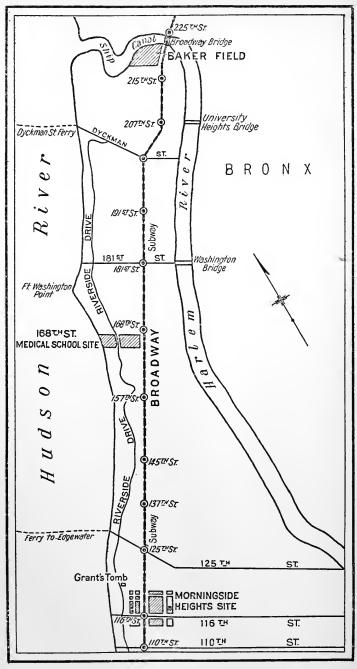
COLUMBIA COLLEGE: Bachelor of Arts	358 358	School of Business: Bachelor of Science Master of Science Certificate in Secretarial Studies	86 31
BARNARD COLLEGE:		Station	128
Bachelor of Arts	195	SCHOOL OF DENTISTRY:	
	195	Bachelor of Science Doctor of Dental Surgery	12 82
FACULTY OF LAW:	- 30	Doctor of Dental Surgery	94
Bachelor of Laws	190	University Council:	94
Master of Laws	4	Bachelor of Science	19
Doctor of Law	Ì	11 E	19
	195	University Extension: Certificate in Business	5
E Managan	193	Certificate in Secretarial	3
FACULTY OF MEDICINE: Doctor of Medicine	00	Studies	20
Doctor of Medicine	93	Certificate in Optometry.	23
	93	College of Pharmacy:	48
FACULTY OF APPLIED SCIENCES	:	Pharmaceutical Chemist .	4
Engineer of Mines	9	Bachelor of Science	6
Metallurgical Engineer .	3	F C	10
Civil Engineer Electrical Engineer	6 14	FACULTIES OF POLITICAL SCI- ENCE, PHILOSOPHY AND	
Mechanical Engineer	7	Pure Science:	
Chemical Engineer	12	Master of Arts	515
Master of Science	33	Doctor of Philosophy	143
	84	FACULTIES OF TEACHERS COL	658
School of Architecture:	•	Master of Arts	1,089
Bachelor of Architecture .	16	Bachelor of Science	535
Certificate of Proficiency		Master of Science	16
in Architecture	I	Bachelor's Diploma Master's Diploma	281 526
	17	Doctor's Diploma	2
School of Johnson 1881	-,		2,449
School of Journalism: Bachelor of Literature	67	Total Degrees, Certificates	
Master of Science in Jour-	0/	and Diplomas granted . Number of individuals re-	4,431
nalism	15	ceiving them	3,641
Certificate of Proficiency in Journalism	r	College of Pharmacy:	
in journaiisii		Graduate in Pharmacy .	393
	83	HONORARY DEGREES	5

THE SITE

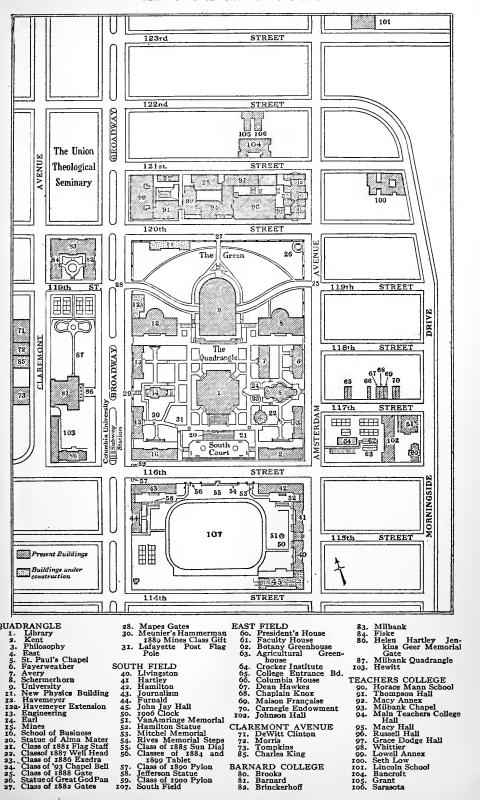
. 734,183 . 359,341 . 90,825 . 1,809 . 1,809	16.85 8.25 2.08
. 359,341 . 90,825 . 1,809 . 1,809	8.25 2.08
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1,220,585	28.023
. 75,312	1.73
<i>t</i> .	
a	
. 420,000	9.64
. 1,221,385	28.03
2,937,282	67.423
. 177,466	4.07
. 156,420	3.591
. 17,035	.391
et	
. 16,535	.380
47,500	1.090
17,668	.406
619,600	14.224
4,917	.113
4,917	
. 879,675	20.195
	.172
7,510	.1/2
. 16,162	.371
,	
	585.3
	677.531
	. 7,516 . 16,162 . 4,018,101



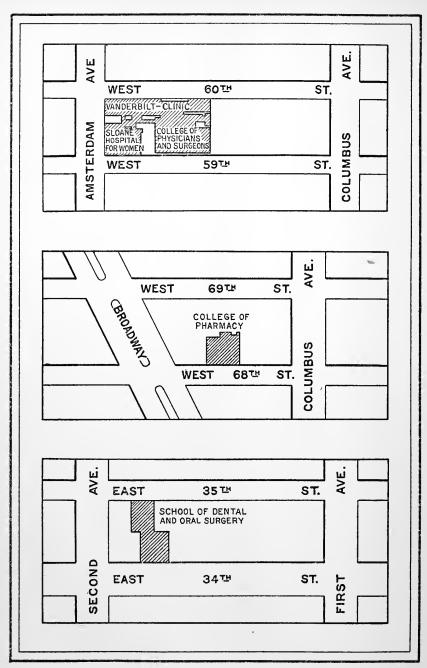




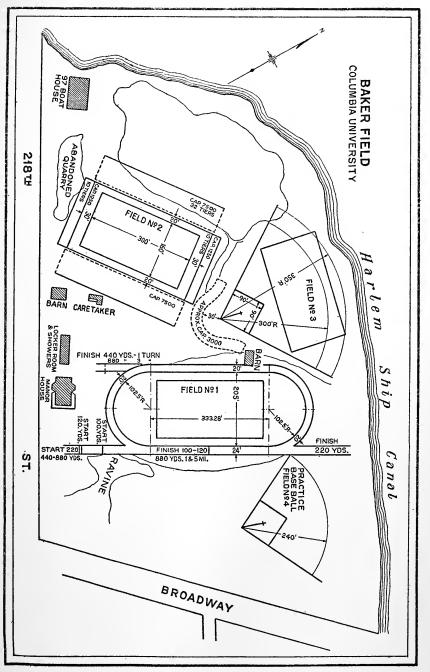
RELATION OF NEW MEDICAL CENTER AND BAKER FIELD TO MORNINGSIDE HEIGHTS



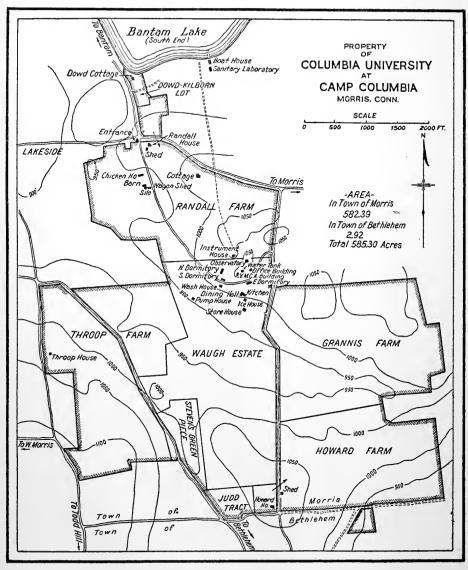
Brinckerhoff



SITES OF THE SCHOOLS OF MEDICINE (PRESENT LOCATION)
PHARMACY AND DENTISTRY



BAKER FIELD



CAMP COLUMBIA, MORRIS, CONN.
USED FOR SUMMER COURSES IN SURVEYING

COLUMBIA COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1925

To the President of the University

SIR:

As Dean of Columbia College, I have the honor to present the following report for the year 1924–1925:

In reviewing the events of an academic year and in making plans for the immediate future one is unconsciously on the lookout for some generalization in terms of which the state and progress of the College may be expressed. For some reason one feels safer when backed by a general principle. Although as a matter of fact, most of our educational principles are merely the summation of efforts and ideals operative long before any generalization was recognized.

It will be observed that practically every question mentioned in the following pages has its roots in the attempt to make the College a place where each individual may have the opportunity to develop to the full any capacity that he may This principle regards the individual student as possess. the unit on which our system of education is built, rather than the professor, the curriculum or the social collegiate experience. Whether this situation is a reflection of the individualistic tendencies of the present day, or the result of a deliberate attempt to determine the most fruitful direction for the College to pursue does not greatly matter. The fact remains that the term "mass education" applied to Columbia College implies complete ignorance on the part of the person using the phrase of the ideals, or the practice of the College at the present time. For we are headed directly away from the policy of wholesale exposure of education to youth on the "take it or leave it" principle. The day is past when the college teacher can read to a docile college class the same notes year after year, with the occasional polishing of a phrase. If the teacher does not have life enough to progress or to recognize that his subject is alive and developing, his students will certainly take the initiative in making progress along some other and more vital course. This does not mean that we are tending toward the spoon-feeding method. The man who assumes that our American youth either expects or desires spoon-feeding is unfamiliar with the kind of American youth that registers in Columbia College. To be sure if they are required for traditional reasons to take alleged intellectual nourishment of which they do not like the taste, the spoon is an entirely inadequate implement; nothing short of the hypodermic needle would be effective. This state of mind, however, is not a symptom of intellectual or moral flabbiness, but rather of independence.

Of recent changes in the course of study of the College there is little that demands specific mention. Each Department is carrying its work of instruction effectively and with enthusiasm. Those Departments which, by virtue of their subject matter and of their temperament, are most ready to cooperate with other Departments which cultivate adjacent fields are probably reaping the greatest benefit both in the quality of the students attracted by them, and the service that they render.

The course in Contemporary Civilization has now been offered since 1919–1920 with the cooperation of the Departments of Economics, History, Philosophy and Government. When the course was organized some members of the Faculty felt that the requirement of a course that did not have a definite departmental place, but which dealt with a broader field than that of any one department, would confuse the student and cause him to be content with superficiality to the detriment of consecutive scholarly work of an advanced character. We are now in a position to estimate the effect of the course.

In the following table the total registrations for both Sessions in the years 1919–1920 and 1924–1925 are given for the four Departments concerned. The entire registration

of the College was almost exactly the same five years ago and last year; hence a study of the actual number of registrations in the various Departments affords a reliable basis for comparison without computing percentages. Since the course in Contemporary Civilization was not given previously to 1919-1920, the registration in the advanced courses of that year would show no effect of that course. In the second column under each Department, figures are given indicating the number of registrations in the advanced courses; that is, courses which follow at least one year of work in the Department in addition to Contemporary Civilization. elementary required course in History was discontinued with the organization of the course in Contemporary Civilization in view of the fact that much of its content is covered in that course. Hence it seems fair to count all of the courses now offered by the Department of History as advanced courses since all of them must follow Contemporary Civilization.

	Economics		Government		His	tory	Philo	sophy	All Four Departments		
	Tot.	Adv.	Tot.	Adv.	Tot.	Adv.	Tot.	Adv.	Tot.	Adv.	
1919–1920 1924–1925	967	265	460	80	1038	750	514	224	2979	1319	
1924-1925	981	407	662	198	1057	1057	554	324	3254	1986	

It is not a little remarkable that in 1919–1920 only 44 per cent of the combined registration in all four of these Departments was based on at least one year of work in that Department, while last year 61 per cent of the registration was in advanced courses. There may be causes for this increase in the election of advanced courses other than the stimulating effect of Contemporary Civilization, but it is hard to see how anyone, in the face of these figures, can feel that an orientation course serves to stifle the spirit of scholarship in the student body.

During recent years there have been no striking shifts in registration for the various elective courses with one exception. During the last year or two the course in Elementary Econom-

ics has shown a smaller registration than it had previously enjoyed, while the course in Elementary Psychology has been growing. Whether both the growth of the one and the decrease of the other were scattered among the scores of other courses in the curriculum it was not easy to determine. The situation has finally been explained by noting the transfer of a fairly large and definite group of pre-medical students from Economics to Psychology as an elective subject. This change followed the reorganization of the course in Psychology so as to place more emphasis on the genetic approach to the problems of individual human behavior.

In connection with the transfer of pre-medical students from the study of Economics to that of Psychology, it might be mentioned that the breadth of training obtained in Columbia College by pre-medical students has increased markedly during the last few years. During the years preceding and immediately following the war, practically all of our students went to the Medical School after only two years of collegiate work. During the last two years only one student has been admitted to our Medical School with less than three years of college work. Fifty-one per cent of those admitted from Columbia College had already obtained the A.B. degree. This change means a much broader general education on the part of our medical students as well as a somewhat more adequate scientific equipment. This condition is the result of the policy agreed upon in conference between the Committee on Instruction of the College and representatives of the Faculties of the Medical School to encourage as much general and broadening education as the pre-medical student has time and resources to obtain.

Several new and welcome courses are offered to College students for the year 1925–1926. In my report for 1924 mention was made of progress in developing the course in the History of Science to the end that it might be offered to students equipped with a minimum of actual scientific training. This study is bearing fruit for the coming year in the offering of a course on the general history of the natural sciences open to all students of Sophomore standing. If this

difficult and important piece of instruction can be carried through successfully it will be followed by the publication of such material as will make it possible for similar work to be presented in other institutions.

The course in the Philosophy of Religion which was offered at the last moment during the year under review will be continued next year with satisfactory support from the students. As observed in my last report it forms a part of an attempt, which will require both time and experimentation to develop, to present an objective study of the nature and the function of religion in human experience.

Two other courses will be offered next year for the first time. One of them, Sociology 3-4, has to do with the development of the social world from a state of primitive superstition and myth to modern self-control. The other presents an inquiry into the place and function of law as an institution in our society. This latter course is for those who do not intend to be lawyers, and is another example of the type of survey or orientation course which it is the policy of the College to encourage. Each of the four courses mentioned has to do with broad outlines rather than the minutiae of scholarship. Each of them ought to leave the student better equipped to meet the world, because better informed both about the world and about himself.

The policy mentioned in my last report, relating to the transfer to loan funds of the appropriation for scholarships has been the subject of prolonged and careful study during the past year. At the moment of writing, a satisfactory plan for administering the loan fund has not been reached although certain principles are agreed upon. As a matter of fact the question is very complicated and its complete understanding requires a vivid sense of experiences that most of us either never had or have forgotten. As a consequence, success in administering the project will probably need to be gained by bitter experience. And the experience will be most bitter for those who are closest to the problem, both on the side of the student and of the administrator.

From the point of view of the education of the young man, there can be no doubt that a little experience with exact business procedure would serve an excellent purpose. Too many students fail to feel the responsibility that rests upon them when an obligation is accepted. Unanswered letters, unacknowledged notices, failure to respond at the time agreed, are common phenomena in the younger as well as the older generation. If a young man expects to depend on someone else than his own family for the resources for his education he should expect to be held to strict business procedure. He should realize that it takes someone's money to put him through College. For this reason a loan extended through a bank or other business houses has more educative value than a free scholarship or a loan from friends or sympathetic college channels.

On the other hand, more than two hundred students of the College made application for financial assistance for the year 1925-1926 for whom no award could be given but whom the Committee on Scholarship considered worthy cases. Almost without exception these young men are working during term time as well as during vacation to earn every possible cent toward their college expenses. From the histories that they relate it is hard to see how these young men can expect help enough from home to go far toward meeting the heavy expenses of living in New York. To many of them, especially those who are well along in their college course, and who are not looking forward to professional study, a loan would be a very welcome and satisfactory solution of their problem. But for the boy who is either beginning his college course, or who looks forward to long medical or engineering education, with the prospect of the meager salary that the young professional man may expect, a loan is an expedient of doubtful wisdom. If it is to be collected by legal means without the possibility of considerable extension in case the young graduate cannot pay on time, the result will be either a serious hardship to the young man, or an unpaid obligation to the loan fund, and in either case a disgruntled and disloyal alumnus for the College.

With the increase of tuition fees, the situation is even more acute than was anticipated when the policy of loans was first mentioned. I am convinced that loan funds will not take the place of scholarship funds in enabling the college to get and to hold the kind of student body that it must have for its best work. We need twice as much scholarship money as we have if Columbia College is not to tend toward becoming a local institution for boys who can live at home. We also need much larger loan funds than we possess for the multitude of cases where scholarships are not required. It is hard to tell which constitutes the greater need at the present time. But one thing is certain: it is exceedingly difficult for the middle-aged man who has enjoyed a comfortable income for many years to strike a wise balance between the various considerations in this intensely human problem unless his contact with the ambitious but impecunious college boy is very close. And its wise administration requires a more intimate knowledge of the individual students, expressed in terms of comparable units of measure, than we possess at present.

Perhaps the most important Faculty action during the past year is the authorization of so-called examination groups. A group number is attached to each course described in the Announcement with the provision that no schedule of courses will be accepted which contains two courses from the same examination group without special arrangement with one of the Departments involved. Of late it has been increasingly difficult for the Registrar to make a schedule of final examinations which did not involve conflicts for a considerable number of students. With the constantly expanding curriculum and with the desire to allow students to take any course consistent with their previous training and their plan for the future the complications had become insuperable. The Faculty did not look with favor upon the suggestion that the examination interval be extended beyond two weeks, or that the time allowed for each final examination be reduced from three hours to two. Neither did it desire a restriction on the choice of courses available for the student on grounds that might appeal to the maker of the schedule, but which did not possess educational justification. A careful study of the question, however, revealed that the amount of restriction imposed by the proposed examination groupings is negligible compared with that involved in the time schedule of courses, and that most of the conflicts in final examinations can be avoided if the student takes the conflicting courses in successive years. Cases of real hardship on the student can easily be taken care of if, at the time the course is elected. one of the Departments agrees to give a special examination at the end of the course. This last device seems to solve the entire difficulty that was feared as a result of forming the examination groups. For it is one thing to be asked unexpectedly to give a special examination because of a schedule conflict, but quite another to carry out an agreement entered upon advisedly when the course was selected by the student. The fact that this privilege was requested in only 16 cases out of the entire ten or twelve thousand registrations for both Sessions of the year 1925-26 indicates that the students are not hampered in the selection of courses which will be profitable for them on account of the restrictions of the final examination groups.

A number of colleges and universities have organized what may be called a Freshman Week, just previous to the opening of college in September. The meetings and parties held during this pre-college week serve the purpose of introducing the incoming student to both the human and the material features of the institution. It turns out that the necessities of the new plan of admission to Columbia College make it desirable for a considerable number of admitted Freshmen to be present at the College a week or so before the official day of opening. For the benefit of the three hundred incoming students who will be on the ground, it is planned to devote at least two days to meetings where they may hear from those officers whom they ought to know. For example, the University Physician, the Director of Earl Hall, the Director of the Bureau of Appointments, the Secretary of the University, the Dean and his Assistants are all individuals whom every student ought to meet as soon as he enters College and from whom he ought to hear regarding the service that may be expected from their offices. It is also arranged that the Freshmen will be conducted in small groups to the various buildings where members of the staff will show them points of interest.

In my report for 1923 the necessity for what was called a placement examination was discussed in some detail. These examinations have been given through the cooperation of the Assistant Professor of Collegiate Educational Research and various Departments. The results, particularly in English, have been exceedingly useful, and have enabled that Department not only to organize its work earlier than ever before, but to place the incoming students in the courses best fitted to their needs with far greater assurance than formerly. In many cases it appears that the usual required course in the fundamentals of English composition would involve marking time and consequent boredom to the student. In such an instance he is authorized to omit that course. Again, a student may require certain special work to fill a gap in his ability to express himself. Such a person is placed appropriately on the basis of the placement examination. After two years of experimentation, the technique of setting and reading these examinations has been improved, and this autumn the results of the examinations will be in the hands of the advisers of incoming students when the schedules for the Winter Session are prepared.

As a result of years of discussion, marked advance has finally been made in the regulations governing the time of initiation of new members into the fraternities. For a long time it has been the custom to begin rushing and pledging as soon as the Freshmen appear in New York, and in some cases earlier. The result has been that all three parties in the affair have suffered. The novitiate has been hustled into a fraternity without adequate opportunity for determining whether the group is congenial and without sufficient time to look over the ground before deciding on a fraternity. The fraternity obtains a heterogeneous membership, which in the

course of time splits the house into two or more factions between whom there is anything but a fraternal spirit. The College is left entirely out of consideration in the sudden swallowing up of the Freshman before he has any opportunity to become acquainted with any of his class who are outside the narrow fraternity group. The step which has been agreed upon by the members of the Interfraternity Council involves the postponement of pledging and rushing until after midterm, and the deferment of the initiation until about the Christmas vacation. Practically all of the fraternities are in favor of this action and have agreed to the proposal that the Dean should decline to allow any College students to live in a fraternity house that has broken the agreement.

Properly conducted, fraternities can be a source of great strength to the College. There is no substitute for the kind of association that the fraternal relation furnishes to college men. But like most organizations that are covered with a more or less dense screen of mystery, the opportunity for a helpful influence on the members is only equalled by the temptation to make the screen a cover for a kind of procedure that needs a screen. The only way to bring the fraternities to a point where they contribute to the wholesome life of the College as effectively as they should, is by the patient and continual attempt to hold up the hands of the better group in each house in their attempt to manage affairs, and to stimulate in each house a sense of pride for its reputation both socially and academically. The fact that at the present time the fraternity group as a whole in Columbia College is far below the median of the College in scholastic standard, probably does not mean that the intelligence of that group is inferior, but that it is not in the atmosphere in many of the houses to put college work in the first place, and the other activities in their proper order. As a result of this false perspective the younger members, in particular, are in danger of getting the idea that college work is merely a kind of ticket, worth little in itself, but a token of admission to the collegiate activities that are really worthwhile.

It is hoped and expected that the innovation referred to will result in a more deliberate selection of members by the various fraternities, to the end that those wishing to attract the loafers may do so with their eyes open and avoid pledging the boy who wishes to do his work as well as he can, and that those who wish to keep an orderly and fine house may do so with a homogeneous membership. It should be emphasized that the action was initiated, planned and carried through by representatives of the fraternities and ratified by them.

On March 26, 1925, ground for the new student building was formally broken. Work began immediately, and will be continued with vigor in the expectation that the building will be ready for use in the fall of 1926. As the details of the plans have been studied, the great usefulness of the building becomes increasingly apparent. The most effective method of managing the dining rooms must be determined by experience. It is probable that the grill will be open for casual use when the large dining room is closed. A large dining room will combine cafeteria and waiter service in the proportion found by experience to serve the most useful purpose. Much has been published of late about the gifted student and the provision made for him in the various colleges. The bare statement that a certain group of our students are "gifted" and that others are not members of this blessed company leaves one a bit in doubt as to the means of deciding just who is gifted and who is not, and how gifted one must be in order to be called a genuinely gifted student. We are all familiar with the person who is willing to admit without argument or examination that he belongs in that category, as well as the one whose modesty effectively hides unusual ability. Laziness, temporary enthusiasms, and social diversions often conceal ability from any but the keenest observer, while ambition, reliability, patience and adaptability are frequently mistaken for it. Essential as these latter qualities are for the highest success, they are not the same as native ability, and must not be confused with it. The problem before the College is to devise some means of isolating the various human qualities, to call them by their right names, and to provide the kind of stimulus best adapted to develop each. Until we possess some means of reasonable accuracy for determining these qualities it is only with a considerable lack of precision that we make plans for taking care of the gifted student.

In the meantime Columbia College is doing its best to give able students an opportunity commensurate with their talents. The psychological examination is of great service in accomplishing this result. The grades on this examination are used in the regular routine of determining the weight of schedule that each student should carry, and to adjust the relation between his extra-curricular work and his academic duties. In certain of the courses he is placed in sections on the basis of this examination, and his selection as a candidate for the course in General Honors is largely contingent on a good grade in this test. On the whole this examination seems to give a much more accurate index of native ability than we had been able to obtain from any other source. The fact remains that this only tells a part, and often not the most important part, of the story. The able student who is indolent, or scatterbrained, or too socially inclined, certainly requires a different approach from the one who is serious minded. It is easy for an instructor to think that he has sized up a student accurately, and since no one can appeal to anything more accurate, such an estimate is usually taken as expressing the truth. But in reviewing cases that come to my office, the number of opinions that are only superficially correct, and which turn out to misrepresent the student is considerable. In most cases the difficulty is due to the lack of information about the earlier career of the young man, and failure to place proper emphasis on the various bits of information that are in our possession.

The difficulty in obtaining significant information about our students is responsible for a policy of dealing with those with poor records which merits a word of explanation. The reason for a poor college record may be simple or complex. Some combination of poor preparation, low intelligence, lack of money, poor judgment in extra-curricular work, ill health, family trouble, falling in love, and laziness, is responsible

for most poor academic work. Some of these ills are remediable, and do not mean that the boy is an undesirable. But a diagnosis must be made, unless we make and adhere to a rule that failure in a certain number of courses means elimination from College regardless of the reason. Of course the easiest way is to make a rule and abide by it, without going into any circumstances back of the returns. Such a procedure usually accompanies a consciousness of great virtue in holding up high academic standards. In my opinion more appropriate emotion would be one of humiliation for not possessing either the ability or the will to perform with greater intelligence one's obligation to the students under one's charge. Students who fail in Columbia College are not dropped by rule. Every effort is made to find out the reason back of the trouble and. if possible, to remedy it. If the financial situation or the health conditions, or the family trouble are alleviated the student is allowed to proceed on probation. But if the conditions are too serious to be relieved, or if the trouble is with the disposition of the student, he is not allowed to register again until there is evidence that things will go better. Frequently, a year at hard labor is effective in renewing a right spirit in a slothful boy. The important point is that students are not subjected to the working of a rule that takes precedence over the judgment of those who know him best. He is not sent to another institution which does not know him at all, and which for lack of knowledge would probably make the same mistakes in dealing with him that we have made. In short, the policy at present in Columbia College is for us to burn our own smoke just so far as we can.

If it were humanly possible to frame a rule that took into account all of the complications by which the deficient student is entangled, giving due weight to each, the application of such a rule might theoretically be a substitute for the judgment of those who know him best. But no one knows how to frame such a rule, and there is no reason to imagine that any tests or accumulation of personal data will ever be a substitute for such a judgment. More detailed information about the individual ought to serve as the basis for a much

more intelligent and accurate judgment than we can now frame. But in dealing with living and dynamic human beings static rules and tests cannot be the last word. If we could really know our students, in their minds, their temperaments, their economic situations, their health, their ambitions, it is altogether likely that we could admit a Freshman Class ninetenths of which could graduate, instead of only about 60 per cent, which is approximately the present proportion in Columbia College. This would enable us to provide an education with the proper progressive steps instead of giving the boy who can remain only one or two years a fragment of what is really intended for the four year student.

As observed at the beginning of this report, every question considered in it, whether it be in review of what has been accomplished or in suggestion for the future, depends for its answer on a more careful and scientific study of the individual. Loans and scholarships, the organization of a pre-Freshman week, the value of orientation courses, examination groups, placement examinations, the fraternity problem, the gifted student, and the not-so-gifted student, are each and every one topics which have to do with individual as contrasted with mass education. We require not merely more extensive information, but we need a form of expressing the information that we have so that we can compare with assurance our applicants for financial assistance, our incoming Freshmen, our candidates for academic honor, and for academic dishonor. This means objective studies with units of measurement that are comparable from individual to individual and from time to time.

If the College were dealing with students whose minds and characters were settled and mature the treatment would be very different. In that case it might well be merely a question of pouring into their receptive minds the accumulated wisdom of their professors. But college undergraduates are not grown up and any scheme of education that assumes that the Freshman and Sophomore are responsible and mature persons whose education may consist in gently waving the various branches of learning over their heads is based on a

subjective rather than an objective foundation. This method is worthy of consideration in the professional schools, and can be approached in the upper collegiate years, but as a principle of operation for the whole College it would result in chaos.

The study of the individual indicates the direction of the next advance in our American education. The colleges are all doing their best with the knowledge and the resources that they have to provide a useful education to our youth. But until they better know the youth whom they are trying to serve, their efforts must often be poorly directed. For it is hard to hit a mark if one does not know the direction in which it lies. The great and commanding challenge to our American education during the next decade is the more accurate knowledge of the kind of young people we are trying to educate. We must not only know the level of their native intelligence; this we can now determine with reasonable accuracy by means of our mental tests. But we must learn their biologic and economic background, their significant interests, their ambitions, and their characters. Only with this information can one tell with any degree of accuracy in what direction the youth ought to proceed in his education in order to remove his weakness and to cultivate his strength. This does not mean that everything in education should be directed toward the vocation for which the student is found to be best fitted. It does not even mean that the student should be advised to prepare for the calling indicated by the findings of any objective tests of the individual that might be adopted. For after all the most important elements in the situation are the imponderables, the student's own flares, and his family traditions. And any study that did not take these into account would be incomplete. The aim of the project that I have in mind is not the standardization of teaching, or of learning. It does not look forward to any attempt to put people into pigeon-holes, whether they will or not, on the basis of tests. It does aim at getting hold of as many of the significant facts about our young humanity as we can and making these facts available for them and their teachers whenever they can serve a good purpose. For after all, the object of our endeavor is the training of young men. All else is the means, not the end. The courses in our curriculum, our laboratories, our complexity of equipment and administration are all means which we fervently ope may help to provide a higher level of intelligent citizenship than we seem to possess in this country at the present time.

The humiliating evidences during recent months of gross ignorance that a few years ago we would have associated only with a semi-civilized community have given us a new impression of the tremendous work that is before the educational institutions of the country. We in the colleges have not known the facts about the mental attitude of our students, much less that of the communities from which they come. Until we take steps toward finding out these facts about our students and about those who do not attend college as well, we cannot know as we ought our obligation either to the individual or to the state.

Columbia College is making an effort sanely and constructively to progress in the study of the individual. Not only is she envisioning her local problems in this light, but she is lending her support and influence to the speedy organization of agencies which will in a careful and scientific manner enable us to learn everything about our students that is significant for their education, to the end that we may teach them to take the place in the community that educated men ought to assume.

Respectfully submitted,

HERBERT E. HAWKES,

Dean

June 30, 1925

SCHOOL OF LAW

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1925

To the President of the University

Sir:

I have the honor herewith to present the annual report of the School of Law for the academic year 1924–1925:

Registration for the year was as follows:

Graduate Students						9
Third Year—Class of 1925						195
Second Year—Class of 1926						183
First Year-Class of 1927 .						285
Non-Matriculated Students					•	39
Total						711
Summer Session 1924						239
						950
Less Duplications						95
Net Total					•	855

One hundred and two colleges and universities were represented.

The degree of Bachelor of Laws was awarded to one hundred and ninety candidates; the degree of Master of Laws to four; the degree of Doctor of Law (J.D.) to one.

All of the successful candidates for our degrees held college degrees from approved institutions, with the exception of eighteen candidates for the LL.B. degree.

Our students came from thirty-nine states and five foreign countries.

Eighty-two per cent of all students registered held college degrees from approved institutions or else were exercising professional option after the successful completion of three years in Columbia College. This first year of the new administration was naturally largely devoted to self-education; to an attempt to gain an acquaintance with the history and present outlook of legal education in general and our own problems at Columbia in particular as the basis for any future projects and programs.

Dean Stone, during the fifteen years of his sane and progressive administration, had developed the school to such a state of efficiency in its machinery and to such a conscious realization of its educational and professional function and service that it carried on with the minimum of shock upon his departure. Like every first rate administrator, he had organized his institution to be comparatively independent even of himself. I can not conceive that anyone can ever really take his place; but, due to his own efforts, the school is, without him, continuing to grow and to serve, to increase both in stature and in wisdom.

The work has, therefore, proceeded smoothly and effectively, with continuity of policy and uninterrupted development of the plans and purposes set forth by him from time to time in his annual reports during the last decade.

It may, I think, be said not boastingly, but advisedly, that the school has never been in a more satisfactory condition. Due to the adoption of increasingly exacting standards both for admission to the school and for the privilege of remaining in the school, the body of students is higher and more homogeneous in intellectual capacity and cultural background than ever before.

I want to make just acknowledgment here of the loyal services of Professor Thomas I. Parkinson, who, as Acting Dean during the year following Dean Stone's resignation, administered the executive office of the school. His experienced and steady hand, his unselfish and intelligent labors have deserved and have received the hearty thanks of the Faculty and of the present administration.

Students of Law learn much from their contacts with one another outside of the classroom. Due to the nature of the material dealt with, this informal and continuous contention inter sese is probably more valuable in legal education than

in other departments of learning. Wherever two or three law students are gathered together, there you will find eager argument; and these innumerable debates serve importantly to sharpen the mental processes and clarify the judgments of the debaters.

We should, therefore, have larger and better equipped common rooms for our students, pleasant places where they will be inclined to linger for educative association and fruitful talk. The present accommodations are totally inadequate and offer no counter influence to the centrifugal pull of this great city.

Our physical equipment is in many other respects not what it should be efficiently to serve the purposes of a large and growing law school.

The library is, in point of books, an excellent students' working collection in Anglo American Law and, if the present plans are carried out, will soon be of highest rank as a research library for workers in legal history and in foreign and comparative law. In point of accommodation for readers, it is seriously deficient. Its capacity should be almost doubled to meet the growth in numbers of professional students and the increasing demand for facilities for special investigators.

The classroom accommodations are being rapidly outgrown and there is an embarrassing lack of study rooms for our teaching staff, and of seminar and consultation and moot court rooms.

We are hoping that this situation will be effectually cured by the early reconstruction of the upper floors of Kent Hall and their exclusive devotion to the purposes of the Law School. Even so, we shall not then have more space than we actually require for the school at its present size.

In the field of research work and productive scholarship, the labors of the faculty during the past year have been assiduous and fruitful. Practically every member of the teaching staff is now engaged in scholarly investigation of one kind or another, the results of which have appeared or will soon appear in published monograph or volume. Professors Smith, Oliphant, Moore and Richard R. B. Powell have been

active in the work connected with the American Law Institute's monumental effort to re-state the law. Like most useful public service, this participation is blessed for the giver as well as the receiver. The labor of the scholar makes possible the Institute and the stimulation received from the conferences of the Institute increases the knowledge and teaching power of the scholar.

Mention should be made here of the institution of a series of scholarly publications under the auspices of the Law School, to be known as "Columbia Legal Studies." The first volume of this series appeared last spring. Its subject was "The Historical Foundations of the Law Relating to Trade Marks." Its author was Dr. Frank I. Schechter, the first successful candidate for our newly established J.D. degree. It is a thorough and scholarly piece of historical research in an interesting and hitherto neglected field, and sets a high standard for the project. Professor Munroe Smith [Bryce Professor Emeritus of European Legal History), the general editor of the series, contributed a valuable introduction to the volume and to the series. The Columbia University Press did its part worthily and turned out a handsome job of book-making.

It is hoped that this series so auspiciously begun will be at once the stimulation and the means of the publication of many important monographs on law and legal history, monographs too long for Law Review publication and too restricted in their appeal to be acceptable to the commercial publishers.

The fact that next year will complete a quarter century of the history of the Columbia Law Review calls for recognition of its record of successful accomplishment and its present high place among the Law Reviews of this country. The Review has grown steadily in scholarly performance and in public appreciation. No longer are the articles of jurists and the students' careful comments on recent cases rejected by the practicing lawyer as recondite or academic. The judges have cited and approved; the bar respects and uses. It is another straw blown by a strengthening wind in the direction of a questioning and scientific examination of our law's fundamental bases.

There have been several additions to the teaching personnel during the year covered by this report.

Associate Professor Roswell F. Magill came to Columbia from the legal staff of the Treasury Department in Washington, D. C., where he had been engaged in legal and legislative problems concerning income taxation. He has had successful teaching experience at the Law School of the University of Chicago and he practiced law in that city for several years. He is young, vigorous, with gifts of personality as well as mind. He gave a course in Taxation and the courses in first year Pleading and Practice and in second year Code Pleading. The traditional first year law school course in common law pleading had proved dry and unprofitable because of the nature and arrangement of its material. To Professor Magill was entrusted the task of transforming this course into a general introductory course in Pleading and Practice, with a view to furnishing the student in his first months of study not only with general knowledge of the subject for its own sake, but with sufficient grasp of procedural law to enable him to understand the procedural points constantly and necessarily raised in his first year substantive law courses. The experiment has been successful and Professor Magill has prepared a new case book embodying its results. It is believed that an important improvement in the curriculum is thus being made

Associate Professor Karl N. Llewellyn of the Law School of Yale University was visiting lecturer with us during the past year, teaching the course in Sales. He comes permanently to Columbia in the fall of 1925. Professor Llewellyn is able and eager and has already demonstrated his capacity as teacher and writer. He was the draftsman of the Uniform Chattel Mortgage Act. He has worked in several technical fields of business and commercial law and has interested himself in fresh consideration of the functioning of law in contemporary society. Professor Llewellyn will give the courses in Mortgages and in Suretyship. He will give these courses next year more or less according to their traditional arrangement of content, and while so doing will critically examine and

re-arrange his material so as to effect a combination of these courses, with the addition of other material, into a comprehensive course on Security Law. Thus the various legal devices concerned will be studied as the several tools with which to meet the economic and business problems involved in creditors' security. Professor Llewellyn is particularly well equipped for this task, and I shall hope to have more to say on this and kindred subjects in my next report.

The Law School has adopted a definite policy of giving teaching experience to a limited number of our ablest young graduates. It is believed that only in this way can a continuous supply of law school teachers be had. In line with this policy, three of our recent graduates will join the teaching staff next year as Lecturers in Law.

Mr. John H. Johnson, LL.B. 1924 (who has spent the past year in England as Cutting Fellow of Columbia University, engaged in the study of English Real Property Law) will have some of the Real Property work. Mr. Carrol M. Shanks, LL.B. 1925, will assist in the work of the seminar on business organization, and Mr. William O. Douglas, LL.B. 1925, will give the course in Damages.

This past year has seen the inauguration of a series of courses conducted on the seminar plan and given jointly by members of the Law Faculty and members of other faculties whose interests lie in the same general fields. Thus a seminar in the law of business organization has been given by law teachers in association with some of the teaching staff of the Business School. Professor Bonbright of the Business School and Professor Moore of the Law School have borne the chief responsibility in this undertaking.

Another seminar has concerned itself with a study of fundamental legal conceptions and has been developed by Professor Dewey of the Department of Philosophy in conjunction with Professor Patterson of the Law School.

Next year still another joint seminar will be begun by Professor Seager of the Department of Economics and Professor Brissenden of the Business School in conjunction with Professor Dowling of the Law School. This seminar will study some of the legal, social and economic aspects of the labor problem.

These courses are in addition to the regular, old-line seminars conducted solely by lawyers for lawyers only.

The attempt to get under and behind the applicable legal rule and to illuminate it by a study of the particular social or economic phenomenon it purports to control through enlisting the special coöperation of the economist, the sociologist, the philosopher, is indicative of the present day attitude of our ablest legal scholars on the Bench, at the Bar and in the law school, towards the function and content of the law. The law, to be useful and certain and just, must have a logical symmetry of its own so that men's conduct may be guided with reasonable confidence and security. But the question is whether, in some fields of the law at least, the premises of the traditional logic system have not become false or incomplete statements in themselves, thus bringing it about that the consequent conclusion though logical in form bears no relation to reality.

The forward-minded scholar who is searching for the bases of our legal rules (whether his study in the particular case be historical or economic or philosophical) is not taking up arms against the certainty of the law nor against intelligent predictability of its course. On the contrary, he is seeking to enlarge the field of its certainty and its predictability by formulating its reasoning on the bases of a true understanding and statement of the contemporary social life, which should be the target at which contemporary law is aimed. A system of certain and predictable injustice might be logical enough, but it would result in social instability not social adjustment.

The confusion caused by the abandonment of the established or so-called logical rule in those limited instances where it shall clearly appear that the rule is not working well here and now, would be a small price to pay for the law's readjustment to the realities around us. And surely in its last state it will be more certainly predictable, as well as reasonable, than in the first.

Many of our ablest judges on the Bench have just this point of view today and are working towards this adjustment whenever the opportunity presents itself. Their work is necessarily restricted, however, by the chance events and circumstances of litigation. The task of going on is plainly the task of the graduate schools and research scholars in our colleges of law. It is not proposed to construct any encyclopedic statement of society and law's present deficiency—such a statement might well be undesirable even if it were possible. Society changes as men write and the new and liberalizing truth of today may become the hampering dogma of tomorrow.

The desirable thing to be achieved is spirit and method. To investigate some of the major fields and to do our bit toward reform where reform shall be seen to be needed; but above all, to infuse into our own thinking and the thinking of the men we school the penetrating understanding that our material for study is the actual behavior of men as well as the law reports that deal with that behavior—such an objective is quite ambitious enough.

Respectfully submitted,

HUGER W. JERVEY,

Dean

June 30, 1925

SCHOOL OF MEDICINE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1925

To the President of the University

SIR:

I have the honor to submit the following report of the work at the College of Physicians and Surgeons for the year ending June 30, 1925:

ENROLLMENT

379 students registered for the courses leading to the M.D. degree. There were 109 First Year students, 98 Second Year, 94 Third Year and 94 Fourth Year, with 9 special students. There were 52 registrants in the various departments of the School of Medicine under the Faculties of Pure Science, of whom 48 were working for the Master's degree, two for that of Doctor of Philosophy, while two others were special students. In the course for graduates in Medicine there were 401 students.

NEW APPOINTMENTS AND PROMOTIONS

The following new appointments have been made:

Robert A. Lambert, M.D. Director of the School of Tropical

Edwin G. Zabriskie, M.D. Earle B. Phelps, M.D. Donald H. Cook, Ph.D.

Isaac J. Furman, M.D. Earl Baldwin McKinley, M.D. Frank G. Pedley, M.D. Alton S. Pope, M.D. Medicine and Professor of Pathology Professor of Clinical Neurology Professor of Sanitary Science Associate Professor of Chemistry (School of Tropical Medicine) Associate Clinical Professor of Psychiatry Assistant Professor of Bacteriology

Assistant Professor of Medicine
Assistant Professor of Epidemiology,
Institute of Public Health

The following promotions have been made:

Nathaniel Read Norton, M.D. Clinical Professor in Diseases of Children, from Associate

Dana W. Atchley, M.D. Assistant Professor of Medicine, from Associate

George Draper, M.D. Assistant Professor of Clinical Medicine, from Associate

George King, M.D. Assistant Professor of Clinical Medicine, from Associate

John A. McCreery, M.D. Assistant Professor of Surgery, from Instructor

VACANCIES

There have been two very serious losses to the Faculty of Medicine during the current year. After a prolonged period of ill health, Professor George S. Huntington resigned as Professor of Anatomy, a position he had held since the year 1890.

During the long period of his professional work, extending uninterruptedly over thirty-five years, Professor Huntington developed the teaching of Anatomy at this College from the very rudiments up to its present high degree of efficiency; from a series of casual lectures and unrelated dissections into a carefully integrated and scholarly course in histological and gross morphology with special reference to ontogenetic and phylogenetic relationships for the better comprehension of variations in the adult human forms. The morphological museum is the outgrowth of his personal enthusiasm and farsighted vision. The great mass of teaching material it contains is largely the work of his own hands, a lasting memorial of his great material service to the School of Medicine. But beyond and above this have been his spiritual services; the high enthusiasm with which he has imbued his students; the splendid loyalty he has bred in his assistants; the generous emulation he has inspired among his colleagues. He brought to his teaching both the highest degree of scientific knowledge and the humanity of a wide and liberal culture in literature and the art of living. The confines of the laboratory and the constant devotion to scientific attainment have never narrowed his sympathies nor limited his view. His personality has mellowed and broadened through the years of strenuous endeavor often made more rigorous by physical ills. His kindly solicitude and generous interest have made him dear alike to students and instructors. More than all else we see in him embodied that spirit of service to science and to humanity which is at once the goal and the reward of all our labors. Our regret for the loss of his active participation in our academic problems is tempered by our understanding of his relief in laying aside those burdens of teaching and administration that have pressed so heavily upon him for so long. But we confidently look forward to the continuance of his interest in our plans, of his sympathy for our endeavors and of his ready response to our calls for his wise counsel.

On June 4, 1925, Dr. John Addison Fordyce, Professor of Dermatology and Syphilology, died after an acute illness. Dr. Fordyce was born in Guernsey County, Ohio, February 16, 1858. He received the degree of A.B. from Adrian College, Adrian, Michigan, in 1878, the degree of A.M. in 1889 and the honorary degree of Ph.D. in 1901 from the same institution. He received the degree of M.D. from Northwestern University Medical College (Chicago Medical College) in 1881 and served as interne in the Cook County Hospital of Chicago until 1883. After practicing in Hot Springs, Arkansas, for three years, he spent the following three years in the great medical centers of Europe and received the degree of M.D. from the University of Berlin in 1881. In 1893 Dr. Fordyce was appointed Professor of Dermatology in the Bellevue Hospital Medical College and in 1898, on the foundation of the New York University and Bellevue Hospital Medical College, he received the appointment of Professor of Dermatology and Syphilology in the amalgamated institution. Dr. Fordyce resigned from this position to accept the invitation of the College of Physicians and Surgeons of Columbia University to become Professor of Dermatology and Syphilology in 1912. He retained this position until the time of his death.

Because of his original and important work in his chosen subject, Dr. Fordyce was one of the most widely known members of our Faculty. His total contributions to the liter-

ature of his subject numbered well over one hundred, and he was a member of many professional societies, both American and European. His work for this School, where he built up one of the best known departments of its kind in America, has been of tremendous value to the University, and his contributions of time and interest, as well as money, have perhaps never received adequate public acknowledgment from the College. His generous personality endeared him to his colleagues on the faculty as well as to the members of his department, and he was universally respected for his splendid character and attainments. His work in Syphilology has contributed and will continue to contribute to the happiness of many people and his death will leave a lasting vacancy in the ranks of the profession. For those of us who worked with Dr. Fordyce there will be living memories of a man whom we admired, a colleague we esteemed and a friend we loved.

FULL-TIME

The situation regarding the so-called "Full-Time" organization of the clinical departments has been one of peace and contentment for the first time during the last six years. The plan, which went into effect in January of 1924, has continued in effect with great satisfaction to all concerned. It has brought peace of mind to the individuals concerned, has allowed greater latitude in departmental organization and a marked lessening of friction between doctor and patient, hospital and school management and the public at large, both lay and professional.

TROPICAL MEDICINE

Considerable progress has been made in the field of Tropical Medicine during the year, although no courses have actually been begun. The new buildings at San Juan provided by the Government of Porto Rico are well under way and it is hoped that they will be completed in the fall. Plans are being made for the Hospital to be associated with the School on an adjacent property. Dr. Robert A. Lambert has accepted the position of Professor of Pathology and Director of the

School of Tropical Medicine and will assume his duties on the completion of the work he is now doing at the Institute of Anatomy and Pathology at Sao Paulo, Brazil. In the interval the progress of this work has been tremendously aided by the hearty coöperation of Colonel Bailey K. Ashford and Dr. Pedro N. Ortiz, Commissioner of Health of Porto Rico.

Dr. Robert A. Lambert was born in Alabama. He received his medical training at Tulane University. After graduation in 1907, he followed post-graduate work in Pathology at Hopkins as an assistant of Dr. Bloodgood, taking charge of the surgical pathology in his department. When Dr. Mac-Callum was appointed to the chair of Pathology at the College of Physicians and Surgeons, Dr. Lambert accompanied him to New York and remained in his department as associate and later as assistant professor during the entire term of Dr. MacCallum's incumbency. Part of this time he served as a resident pathologist at the Presbyterian Hospital. this period also, he accompanied the Wright Expedition to explore the headwaters of the Amazon, and in collaboration with Dr. Councilman made observations on the medical conditions encountered on that trip. The year following Dr. MacCallum's resignation, Dr. Lambert assumed entire charge of the department. With the appointment of Professor Jobling he accepted a position as medical director with the Near East Relief and stayed a year in that service, being in complete charge of the medical relief work in the Aleppo district—a position of large administrative responsibility.

Upon his return he accepted the position of Associate Professor of Pathology at Yale University Medical School under Dr. Winternitz who, being largely occupied with administrative work, turned over the entire running of the department to Dr. Lambert.

During the summer of 1921 Dr. Lambert was invited, through the agency of the Rockefeller Foundation, to deliver a series of lectures at various Central American medical centers. The same year he accepted the position left vacant by Professor Klotz as Director of the Pathological Institute

at Sao Paulo, Brazil. He was sent down there under the auspices of the Rockefeller Foundation to take part not only in the direction of the pathological work, but also in the reorganization of this important medical center.

Dr. Lambert brings to this work not only his high standing as a pathologist and a scientific investigator, but also an intimate knowledge of the Spanish American people and a marked ability and unusual experience in administrative work.

GRADUATE COURSES

The courses for graduates in Medicine have continued with increasing enrollment as well as the development of additional courses. The work at Mt. Sinai Hospital has shown a special increase in both content of courses and enrollment.

MEDICAL CENTER

The most marked event of the year has been the progress made in the development of the new buildings and the plans for the rounding out of the Medical Center. Construction was actually begun on January 31, 1925, and the end of the academic year found the excavation practically completed and the steel beginning to rise. Arrangements with the State Hospital Commission have been completed and plans drawn for a Psychopathic Hospital and Research Center. These will be erected on a portion of the plot lying just to the east of Riverside Drive. The Board of Managers of the Babies' Hospital and of the Neurological Institute have decided to join the Medical Center and to erect and maintain hospitals in close affiliation with the Presbyterian Hospital and the School of Medicine.

Arrangements have been made for the rebuilding of the Sloane Hospital for Women and the Vanderbilt Clinic as a part of the central group of buildings. Although it will be possible to practically reduplicate the present facilities for these two latter institutions with the funds now at hand, it is earnestly hoped that additional funds will be obtained in order to extend these facilities to meet the demands of modern progress in the fields represented by these two institutions.

DEPARTMENTAL REPORTS

Regarding the Vanderbilt Clinic, the Presbyterian Hospital has agreed to spend \$600,000 on the erection of an Out-Patient Department which shall include the necessary reception and treatment mechanism, and to maintin the name of Vanderbilt Clinic. It has been found that this sum of money will provide facilities for continuing the out-patient work of the Hospital as far as medical and surgical cases are concerned, and will afford some space for the out-patient work of the Sloane Hospital. The housing of the facilities requires practically two floors of the building as planned. The further arrangement is that when the Babies' Hospital erects its own special building it will at the same time build its share of the outpatient building. It is expected that other special hospitals will do the same thing. The present building of the Vanderbilt Clinic contains space not only for the Departments of Medicine, Surgery, Gynecology and the Diseases of Children, but also facilities for the Departments of Neurology, Psychiatry, Urology, Dermatology, Ophthalmology and Oto-Laryngology. With the funds at hand and with the plans as they now exist, there will be no provision for any of these latter departments, many of whom will depend for their teaching entirely on the clinical material provided by the present Vanderbilt Clinic. Without such clinical material at the new site, it will be necessary for the students to travel to various distant parts of the city or to go without instruction in these branches.

It is of the greatest importance that the situation be understood and realized and that earnest efforts be made to obtain additional funds in order that the University may be able to "erect a similar and suitable building" for the function of the Vanderbilt Clinic. From the construction standpoint this simply means the building of additional floors, as already planned. This will require at the outset at least \$1,000,000 with an additional \$500,000 in the very near future. Without these additional facilities the School will be greatly handicapped in the teaching of Medicine.

DEPARTMENT OF BACTERIOLOGY

The Department of Bacteriology under its present direction may now be regarded as fully reorganized. From the temporary staff of the first year Dr. Coulter has been advanced to associate professor. Dr. Humphreys and Mrs. Nevin have been made assistant professors. Roy C. Avery has served during the past year as assistant professor in charge of dental instruction very satisfactorily, but is now returning to Amherst Agricultural College to finish his doctorate work. In his place, Dr. Earl B. McKinley has just been appointed. The personnel of assistants has varied, as should always be the case. Mr. Haviland has been advanced to the grade of instructor.

TEACHING

In addition to the regular instruction afforded to medical students as a part of their second year of training, the dental instruction has been more satisfactorily arranged during the past year. A class of one hundred twenty students was arranged in two sections for laboratory instruction. In the ensuing year, owing to the increased requirements for admission to Dentistry, which are now the same as those required by the Medical School, that is, two years of college, the class automatically decreases to less than fifty. The medical course has been little modified from the previous year, but still greater emphasis is being placed on the method of problem instruction and demonstration, which has met with the approval of the students as well as of the staff as a stimulating and valuable mode of teaching.

The graduate students from the University at large, who have received instruction this year, number twenty. These students, although relatively few in number, require the constant supervision of members of the staff, as after an initial apprenticeship, they are prepared and required to engage in a research training. Of these twenty students, nine were candidates for a Master's degree and eleven had proceeded beyond this stage toward a Doctor's degree; seven in Bacteriology as a major, and four as supplementary to work for the doctorate

in other departments of the University (Biological Chemistry, Botany and Zoölogy). In addition, there have been nine special graduate workers who have enjoyed the privileges of the laboratory without registration.

RESEARCH

Research is being actively pursued by all members of the staff, assisted by graduate students, who in this manner learn very much more in preparing themselves for either a practical or theoretical scientific future than they could expect to do by continuing courses of a routine nature.

A brief statement of the workers and problems at present under consideration is as follows (the names of students who are assisting in these problems are omitted for simplification):

Avery: Antibody production in fowls. Classification of hemolytic streptococci from human and bovine sources and from cheese.

Callow: Staphylococcus Bacteriophage.

Coulter: The electrical charge of protein particles and the physical chemistry of immune reactions in general.

Eggerth: The bactericidal effect of Acriflavine and the possibilities of therapy in experimental empyema.

Gay and Clark: Relations of clasmatocytes to streptococcus immunity. Haviland: Local immunity to diphtheria toxin.

Hazen: Local and general immunity to ricin.

Hopkins and Rockstraw: The Kahn test and its modifications as compared with the Wassermann reaction.

Humphreys: Anaerobic bacteria and their toxins.

Isaacs: Anaphylaxis under conditions of reticulo-endothelial blockade.

Lancefield: Chemical fractions of Streptococcus viridans in relation to antigenic and reacting substances.

Nevin: Immunization against botulism toxin.

Ornstein, Steinbach and Alexander: Resistance of the albino rat to infection with tubercle bacilli.

Following is the list of publications from the Department during the past year:

Coulter, C. B.: Membrane Equilibria and the Electric Charge of Red Blood Cells. *Journal of General Physiology*, 1924, vii, p. 1.

- Combiescu, C. and Ionescu-Mihaesti, D.: Local Passive Immunity against Anthrax Infection. Proceedings of the Society of Experimental Biology and Medicine, 1924, xxii, p. 110.
- Gay, F. P.: Local Resistance and Local Immunity to Bacteria. Physiological Review, 1924, iv, p. 191.
- Gay, F. P. and Clark, A. R.: The Reticulo-Endothelial System in Relation to Antibody Formation. *Journal of American Medical Association*, 1924, lxxxiii, p. 1296.
- Gay, F. P. and Clark, A. R.: Clasmatocytes and Passive Immunity to Streptococcus Infection. *Journal of Infectious Diseases*, 1925, xxxvi, p. 233.
- Hopkins, J. G. and Rockstraw, E. W.: Zone Phenomena in the Kahn Precipitation Test for Syphilis. *Proceedings of the Society of Experimental Biology and Medicine*, 1924, xxi, p. 453.
- Hopkins, J. G.: Antisyphilitic Action of Bismuth. Journal of American Medical Association, 1924, lxxxiii, p. 2087.
- Humphreys, F. B.: The Formation of Acrolein from Glycerol by B. Welchii. Journal of Infectious Diseases, 1924, xxxv, p. 282.
- Lancefield, R. C.: Antigenic Relations of the Nucleoproteins from the Gram Positive Cocci. *Proceedings of the Society of Experimental Biology and Medicine*, 1924, xxii, p. 109.
- Lancefield, R. C.: Immunological Relations of Streptococcus Viridans and Its Chemical Fractions. 1. Serological Reactions with Antibacterial Sera. 2. Serological Reactions with Anti-Nucleoprotein Sera. (In Press, Journal of Experimental Medicine.)
- Ornstein, G. G.: The Study of the Reactions Obtained by the Intracutaneous Injection of Tuberculous and Other Pathological Urines. American Review of Tuberculosis, 1925, x, p. 668.
- Ornstein, G. G. and Steinbach, M. M.: Resistance of the Albino Rat to Infection with Tuberculosis. (In press, American Review of Tuberculosis.)
- Cannon, A. B. and Ornstein, G. G.: Tubercle Bacillus as an Etiological Factor in Lupus Erythematosus. (In press, Archives of Dermatology.) Parker, J. T. and Parker, F., Jr.: Anaphylaxis in the White Rat. Journal
- Parker, J. T. and Parker, F., Jr.: Anaphylaxis in the White Rat. Journal of Medical Research, 1924, xliv, p. 263.
- Parker, J. T.: The Production of an Exotoxin by Certain Strains of Staphylococcus Aureus. *Journal of Experimental Medicine*, 1924, xi, p. 761.
- Parker, J. T.: The Production of Precipitins for Ragweed Pollen. *Journal* of *Immunology*, 1924, ix, p. 515.

Diagnostic Routine

The Department continues to serve the Presbyterian Hospital, the Vanderbilt Clinic, Sloane Hospital and the Knapp Eye

Hospital, in the way of diagnostic routine. This service will be considerably extended to meet the needs of the new Medical Center.

DEPARTMENT OF BIOLOGICAL CHEMISTRY

During the past year instruction has been given, in the Laboratory of Biological Chemistry, to 252 students and special workers, as shown in the following summary:

School of Medicine, entire year		103
School of Dentistry, second half-year		110
School of Pure Science, candidates for the degree of Ph.D., entire year		II
School of Pure Science, candidates for the degree of A.M., entire year		4
Other graduate students (16) and advanced workers (8), entire year		24
	-	
True 1		

Officers of the Department also gave courses of lectures, in other parts of the University, to students in Practical Arts, Pharmacy and Oral

Hygiene.

The Department has continued its efforts to promote interdepartmental teaching by cooperating with the Department of Pharmacology in the instruction of the first-year medical students in the chemistry of common and typical drugs, and with the Departments of Pharmacology and Dermatology and Syphilology, by providing laboratory facilities for the promotion of research under the auspices of these Departments.

In research, Professor Gies, in collaboration with Dr. Bodecker of the Dental School, has established the presence of protein matter in the matrix obtained from dental enamel, and has thus raised important questions regarding the cause and control of dental caries. The studies by Drs. Heft (Teachers College), Kahn and Gies, on the influence of "Intarvin" on normal nutrition has been continued into the ninth generation (albino rats), without evidence of toxicity, on diets containing five to twelve per cent of the synthetic lipin. Histochemical study of epidermal and connective tissues has been continued by Professor Karshan and Drs. Turley and Gies. Drs. Miller and Inouye have furthered their work on salivary mucin, and Drs. Freeman and Miller have been preparing putrefactive toxins for use in a study of cutaneous vasodilation. Dr. Krasnow has extended her researches on the biochemistry of streptococci. She has cooperated with Drs. Freeman and Miller in a study of toxin formation by hemolytic streptococcus, and with Dr. Rosen, of the Department of Dermatology and Syphilology, in a study of blood cholesterol in disease. Dr. Harrow has cooperated with Dr. Krasnow in certain phases of the work on streptococci and has also continued nutritional studies of vitamins. Drs. Goodridge and Kahn have undertaken the synthesis of glutathione for use in pharmacologic studies of this substance. Dr. Berman's work on the parathyroid glands has been extended and his earlier findings corroborated by Dr. Collip, of the University of Alberta.

Graduate and special students, under the guidance of members of the staff, have been giving special attention also to cation ratios of blood and tissues in health and disease, isolation of antibodies, enzymes of sems, occurrence of creatinin in blood, synthetic media for bacterial growth, and formation of amino acids in plant tissues.

The work on the histochemistry of the epidermal and connective tissues, which Professors Karshan and Gies have been conducting for several years, has been furthered by a gift of funds to the University from Röhm and Haas, Inc., Chemical Importers, of Philadelphia, for the foundation of a Research Fellowship in Biological Chemistry, which, since October I, has been held by Dr. H. G. Turley, of the University of London.

Professor Gies has concluded the study of dental education which he has been conducting for the Carnegie Foundation. The public report of the findings is now in press. The departmental bibliography, from July 1, 1924, to June 30, 1925, inclusive, is appended:

Berman, Louis: The General Principles of Endocrine Diagnosis and Therapy. New York State Journal of Medicine, 24: 929, November.

The Relation of Tethelin to Pituitrin, with a Study of Two Cases of Diabetes Insipidus. American Journal of the Medical Sciences, 159: 11, January.

Some Relations of the Teeth to the Endocrines. Dental Cosmos, 67: 35, January.

The Personal Equation. N. Y., The Century Co., 300 pp., 1925.

Freeman, R. G., Jr.: The Prophylactic and Therapeutic Use of Measles Convalescent Plasma. Public Health News, Department of Health of the State of New Jersey, 9: 332, October.

Studies of the Formation of the Streptococcus Toxin (with F. Krasnow and E. G. Miller, Jr.). Proceedings of the Society for Experimental Biology and Medicine, 22: 467, May.

Gies, William J.: Some Advantages of a Liberal Education in the Professions, with Special Reference to Dentistry. Alumni Register of the University of Pennsylvania, 27: 78, October.

A Further Discussion of Some Problems in Dental Education. *Journal of the American Dental Association*, 11: 1107, November; also *Proceedings of the American Association of Dental Schools*, 1: 137, March.

Letter proposing the organization of the American Association of Dental Schools. *Proceedings of the Dental Faculties, Association of American Universities* (1908–1924), p. 114, November.

Histochemical Proof of the Presence of Protein Matter in Dental Enamel (with C. F. Bodecker). Proceedings of the Society for Experimental Biology and Medicine, 22: 175, December.

Dental Education and Graduate Study and Research. Journal of the Proceedings and Addresses of the Association of American Universities, 26: 69, June.

A Proposal for the Creation of a National Board of Dental Examiners. *Proceedings of the National Association of Dental Examiners*, 42: 78, April.

A Discussion of the Carnegie Foundation's Plan for the Reorganization of Dental Education. *Ibid.*, p. 79.

Editor of the Journal of Dental Research.

Harrow, Benjamin: An Introduction to Organic Chemistry (with A. Lowy). N. Y., John Wiley and Sons, 375 pp., 1925.

Krasnow, Frances: Feeding Experiments on Rats with Plants at Different Stages of Development. Part II (with B. Harrow). *Journal of Meta-bolic Research*, 4: 491, April.

Kahn, Max: Non-protein Sulphur of the Blood. Journal of Laboratory and Clinical Medicine, 10: 1, January.

Kahn, Max: Cumulative Tests of the Possible Toxicity of Intarvin, with Notes on Its Utility in the Treatment of Diabetes (with Hattie L. Heft and William J. Gies). Proceedings of the American Society of Biological Chemists, Journal of Biological Chemistry, 63: 57, January.

Miller, E. G., Jr.: Hydrogen-ion Concentration in the Gastro-intestinal Tract of the Albino Rat (with E. M. Abrahamson). Proceedings of the Society for Experimental Biology and Medicine, 22: 438, May.

DEPARTMENT OF DERMATOLOGY AND SYPHILOLOGY

The various activities of the Department of Dermatology and Syphilology may be summarized as follows:

- r. Clinical Dermatology. The diagnosis and differential diagnosis of skin diseases and their treatment by topical and internal medicinal remedies, caustics, dressings, etc., by X-rays, radium and ultra-violet light, and by treatment by desiccation or electro-coagulation.
- 2. Clinical Syphilology. The treatment of acquired and congenital syphilis, This includes:
 - A. Intravenous use of arsphenamin.
 - B. Intraspinal treatment.
- C. Intramuscular injections of arsphenamin and mercury in syphilitic children.
 - D. Intramuscular injections of mercury.
 - E. Laboratory procedures involved in the treatment of syphilis
 - F. Social service.
- 3. Miscellaneous: Vaccine injections, blood tests, blood counts, tuberculin injections and tests, Chaulmoogra oil injections, applications of

carbon dioxide snow, treatment by means of electrolysis, actual cautery, etc. Cultures made for study of the DuCrey bacillus.

- 4. Minor surgery required in cutaneous affections.
- 5. Photography of skin diseases and syphilitic eruptions, etc.
- 6. Microphotography.
- 7. Pathological Laboratory. This includes:
- A. Preparations of sections of skin and other tissues for diagnostic and teaching purposes.
- B. Mycology, bacteriology, urinalysis, etc. Special study of fungus parasites of the skin, including the tineas and yeasts.
 - C. Research work in cutaenous pathology and syphilis.
- 8. Teaching: Clinical dermatology, syphilology, histopathology, radiotherapy, phototherapy, minor dermatological surgery, endothermy, cutaneous bacteriology, photography, etc.

Dermatological Service

Total number of visits made by patients					32,179
Total number of new patients					6,000
Total number of syphilitic patients					1,789

Syphilis Service

The quarters for the treatment of syphilis have been enlarged according to the plans outlined in the last report. Two floors and the basement of the vacated dental building have been converted into waiting, examining, and treatment rooms. The expense of these extensive alterations and improved equipment has been met by a special fund, contributed largely by Mr. Herman A. Metz and two patients of Dr. Fordyce. Cases treated in the Syphilis Service were as follows:

New cases (adults) admitted with positive Wassermanns		1,153
New cases (adults) admitted with negative Wassermanns		349
New cases (children) admitted for examination		189
New cases (babies) admitted for examination		98
Total number of children under treatment and observation	ì	111
Total number of babies under treatment and observation		422

Physiotherapy Service

In October, 1924, the various forms of Physiotherapy treatment given with X-ray, ultra-violet light, radium, radium emanation, endothermy, electrolysis and carbon dioxide snow, together with clinical photography, were combined into a unit called Physiotherapy. A larger space was given to this service and it was equipped with new modern apparatus to suit

every need. The services of an additional nurse were acquired. During the eleven months ending May 1, 1925, the following treatments were given:

Fractional X-ray treatments			3,863
Intensive X-ray treatments			326
Observations of X-ray patients			1,313
Total X-ray treatments and observations	٠		5,502
Total Alpine lamp treatments and observations .			,000
Total Kromayer lamp treatments and observations			360

Beginning January 1, 1925, endothermy, electrolysis and radium treatments became regularly under the control of physiotherapy, and from January 1, 1925, to May 1, 1925 (four months), the total endothermy treatments and observations were 260.

Total electrolysis treatments and observations .				81
Total radium treatments and observations				14
The number of clinical photographs taken were				242

The following is the list of publications by members of the Department during the past year:

Dr. John A. Fordyce: Quantitative Studies in Syphilis from a Clinical and Biological Point of View (continued from last year).

XIV. Localization and Fate of Salvarsan, Neosalvarsan, Silver Salvarsan and Tryparsamide in the Viscera after Intravenous Administration in Rats. (In collaboration with Isadore Rosen, M.D., and C. N. Myers, Ph.D.) American Journal of Syphilis, Vol. viii, No. 3, July, 1924, p. 377.

XV. Excretion of Arsenic Through the Kidney after Intravenous Administration of Salvarsan, Silver Salvarsan and Tryparsamide. (In collaboration with Isadore Rosen, M.D., and C. N. Myers, Ph.D.) American Journal of Syphilis, Vol. viii, No. 4, October, 1924, p. 619.

XVI. Localization and Fate of Sulpharsphenamine in the Viscera and Its Penetration into the Central Nervous System after Intravenous Administration in Rats. (In collaboration with Isadore Rosen, M.D., and C. N. Myers, Ph.D.) American Journal of Syphilis, Vol. ix, No. 1, January, 1925.

Leprosy in New York City. (In collaboration with Fred Wise, M.D.) Archives of Dermatology and Syphilology, January, 1925, Vol. ii, pp. 1-48.

The Common Skin Diseases. *Practical Lectures*, Delivered under the Auspices of the Medical Society of the County of Kings, Brooklyn, New York (1923–1924 series), pp. 131–160.

Dr. Isadore Rosen: (In collaboration with J. A. Fordyce, M.D., and C. N. Myers, Ph.D.). See bibliography above: Quantitative Studies in Syphilis from a Clinical and Biological Point of View, Nos. xiv, xv, xvi.

Studies on the Complex Nitritoid Crisis after the Intravenous Administration of Arsenicals. (In collaboration with E. F. Müller, M.D., and C. N. Myers, Ph.D.) Archives of Dermatology and Syphilology, September, 1924, Vol. x, pp. 316-331.

- The Relation of Silver Arsphenamine to the Involuntary Nervous System and to the So-called Nitritoid Crisis. (In collaboration with E. F. Müller, M.D., and C. N. Myers, Ph.D.) Archives of Dermatology and Syphilology, November, 1924, Vol. x, pp. 607-616.
- C. N. Myers, Ph.D., and H. B. Corbitt, A.M.: Toxicity and Trypanocidal Activity of Bismuth Salts Injected Intramuscularly and Their Relation to the Treatment of Syphilis. *American Journal of Syphilis*, 8: 578-594, July, 1924.

Retention and Elimination of Silver with Special References to Silver Salvarsan and Silver Therapy. *American Journal of Syphilology*, 8: 704–727, October, 1924.

The Toxicity of Arsphenamine. American Journal of Syphilology, 9: 71-80, January, 1925.

- Marion R. Groehl, A.B., and C. N. Myers, Ph.D.: Sodium Thiosulphate in the Treatment of Dermatitis and Jaundice as a Result of Metallic Intoxication. *Therapeutical Gazette*, 48: 691-705, October 15, 1924.
- Leon H. Cornwall, M.D., and C. N. Myers, Ph.D.: A Clinical and Biochemical Study of Neurosyphilis. Part III. The Relative Arsenic Content in the Spinal Fluid, Brain and Spinal Cord of Rabbits after Intravenous Administration of Silver Arsphenamine, American Journal of Syphilology, 8: 726-734, October, 1924.
- E. F. Müller, M.D., and C. N. Myers, Ph.D.: The Effect on the Involuntary Nervous System of Arsenicals and the Salvarsan Group, Proceedings of the Society of Experimental Biology and Medicine, 21: 474-477, 1924.

Studies on the Action of Insulin Neutralized with Alkaline Solutions, Proceedings of the Society of Experimental Biology and Medicine, 22: 92-94, 1924.

Biochemical Studies on the Behavior of the Leucocytes after Intravenous Administration of Alkalinized Salvarsan, *Proceedings of the Society of Experimental Biology and Medicine*, 22: 95-98, 1924.

- E. F. Müller, M.D., M. J. Lewi, M.D., and C. N. Myers, Ph.D.: The Relation of Adrenalin to the Action of Insulin upon the Blood Sugar Content, Proceedings of the Society of Experimental Biology and Medicine, 22: 142-146.
- C. N. Myers, Ph.D.: Arsphenamine Reactions, Medical Times, Vol. Iiii, May, 1925. The Effect of Dyes on the Penetration of Arsenic into the Central Nervous System and the Spinal Fluid, Proceedings of the Society of Experimental Biology and Medicine, Vol. xxii, May, 1925.

George M. MacKee, M.D.: Revision and Rewriting of Chapter on Roentgen Dermatitis and Radium Dermatitis in the Nelson Loose Leaf Encyclopedia of Medicine.

Coolidge Tube Quantitative Variations. American Journal of Roent-genology and Radium Therapy, June, 1924, Vol. xi, No. 6, pp. 525-532; Dr. George C. Andrews, Collaborator.

Inverse Square of Distance Law for Filtered Roentgen Radiation. *American Journal of Roentgenology and Radium Therapy*, July, 1924, Vol. xii, No. 1, pp. 58-66; Dr. George C. Andrews, Collaborator.

Congenital Ectodermal Defect. Archives of Dermatology and Syphilology, December, 1924, Vol. x, pp. 673-701; Dr. George C. Andrews, Collaborator.

Skin Diseases: Their Treatment with X-rays and Radium, Trans. Sexto Congreso Medico Nacional, Habana; Dr. George C. Andrews, Collaborator; to be published in 1925.

Diseases of the Mouth. Read before the Annual Meeting of the American Dermatological Association, Washington, D. C., May, 1925; in collaboration with Dr. John A. Fordyce; to be published.

Ultra-violet Radiation as a Prophylactic against Radiodermatitis. Read before the Section on Dermatology and Syphilology, American Medical Association, Atlantic City, June, 1925; Dr. George C. Andrews, Collaborator; to be published.

Dr. Fred Wise: Diseases of the Skin in Their Relation to Internal Medicine. Medical Review of Reviews, xxx, 3, March, 1924. Dr. J. J. Eller, Collaborator.

Leprosy in New York City. Archives of Dermatology and Syphilology, January, 1925. In collaboration with Dr. John A. Fordyce.

Protein Sensitization in Pruritus with Lichenification. To be published in *Archives of Dermatology and Syphilology*. Dr. Maxmilian Ramirez, Collaborator.

Endothermy (electro-desiccation) in Dermatology. Read before the 48th Annual Meeting of the American Dermatological Association, May 4, 1925. Dr. J. J. Eller, Collaborator. To be published.

- Dr. Joseph Eller: A Comparison of Methods Employed for the Treatment of Hypertrichosis, with Special Reference to the Results of X-ray Therapy, *Medical Review of Reviews*, September, 1924. Dr. D. L. Satenstein, Collaborator.
- E. W. Abramowitz, M.D.: Drug Eruptions. *Medical Times*, Vol. 52, May and June, 1924.
- Max Scheer, M.D.: Psoriasis of the Mucous Membrane of the Lips, Archives of Dermatology and Syphilology, 9: 594, 1924.
- D. L. Satenstein, M.D.: Local Treatment of Acne Based on Individual Clinical Conditions. *Medical Review of Reviews*, November, 1924.

Dr. Herman Sharlitt: Desiccated Gonadal Substances. N. Y. Medical Record and Journal, February 2, 1925.

Thirty-two post-graduate students received instruction in Dermatology, Syphilology, Physiotherapy, Pathology, and so forth.

DEPARTMENT OF DISEASES OF CHILDREN

Instruction to Third Year students has been carried out during the past year by the Department of Diseases of Children as in previous years, without change. The work in the Fourth Year has been re-arranged to take advantage of the entrance of the Babies' Hospital into the Columbia-Presbyterian combination. This hospital brings with it an opportunity for the study of autopsy material, the pathology and bio-chemistry of disease in childhood which has been lacking in the past. In spite of the wealth of clinical material at Bellevue Hospital these aspects have been lightly touched upon. The Fourth Year is now divided into two groups-one receiving their major instruction at Bellevue with one weekly clinic at the Babies'; the other receiving their major instruction at the Babies', with one weekly clinic at Bellevue and at Presbyterian, St. Luke's, St. Mary's or Vanderbilt Clinic. This has resulted in more consecutive work for the group that is not attending Bellevue and still has kept the contact with the other teaching institutions. The teaching staff has been augmented by those physicians attending at the Babies' Hospital who had not previously held academic position. The scope of the instruction has been further broadened through the opportunity of observing the special surgery of infancy and childhood carried on by the attending surgeons of this institution.

In February Dr. Van Ingen resigned from his position at Bellevue Hospital to take over the directorship of the Roosevelt Hospital Children's Service. A month later Dr. Wilcox left Bellevue to take charge of the Babies' Hospital. The work at Bellevue has been carried on without change under the direction of Dr. Charles Hendee Smith as Physician-in-Charge. Dr. Previtali has been advanced to the position of Visiting Physician to the Children's Medical Division at Bellevue.

Open staff conferences are held on alternate Thursdays at Bellevue and Babies' Hospital, each attended by the staffs of both institutions. At these meetings the work of the past week is reviewed, the more interesting material demonstrated and general policy and problems of the Department discussed. These weekly joint meetings have been of great benefit in bringing the two services into closer contact and developing better standards for instruction. They have also served the purpose of throwing open the material of both institutions to outside physicians and will form the nucleus for future post-graduate instruction. At Vanderbilt Clinic, under Dr. Reuben, the Fourth Year students receive one afternoon's instruction a week, chiefly in infant feeding. At St. Luke's, under Dr. St. Lawrence, one day a week is devoted to circulatory and rheumatic condi-

tions. At Presbyterian Hospital, under Dr. Mason, one general clinic a week is given and at St. Mary's, under Dr. Byard, another similar session is held weekly.

It is planned to make the main sources of teaching the Bellevue Children's Medical Division and the Babies' Hospital, where consecutive obervation of cases is possible, and to supplement this with the use of the material found at the other institutions. In this way on three afternoons a week the student has personal instruction on the individual case at the bedside; the other three afternoons he receives group instruction in clinics conducted by members of the attending staffs of the various institutions.

Through subscriptions from friends, means have been provided for special equipment and adequate nursing on one of the wards of the Children's Medical Division at Bellevue Hospital. In this ward children under special observation and on whom metabolism studies are being done are treated. It is hoped that this special ward will add to the efficiency of the laboratory work and to the teaching. The studies that are being pursued in the laboratory by Dr. Lyttle and his assistants have continued to offer a stimulus to the service as a whole. Other friends of the service have made possible the organization of a group of home visiting doctors and nurses. It is believed that better results can be obtained in many infants in the home under adequate supervision than in the wards of an institution. It is planned, therefore, to provide adequate medical and nursing service to such children in order that the mothers may be educated in the ways of proper methods of feeding and handling their children, in order that they may be kept from the need of hospital care.

At the Babies' Hospital work under way includes:

The Investigation of Meningococcus Meningitis in Infants; A Variety of Poisonings Occurring in the Early Months, by Dr. J. M. Sturtevant.

A Study of Sugar and Chlorides in Spinal Fluid, by Miss R. C. Sullivan.

The Sugar Tolerance in Infancy; The Blood Chemistry in Status Lymphaticus; The Blood Sugar in Celiac Disease, by Dr. A. B. McLean and Miss R. C. Sullivan.

The Use of Insulin in Acute Intestinal Intoxication, by Miss R. C. Sullivan and Dr. Rustin McIntosh.

The Correlation of Blood Chemistry and Histo-Pathology in Renal Disease, by Dr. Martha Wollstein and Miss R. C. Sullivan.

Splenectomy in Young Children, by Dr. Martha Wollstein and Miss Katherine Kreideill.

A Study of Renal Plasms; The Pathology of the Thymus Gland, by Dr. Martha Wollstein.

Lead Encephalitis, by Dr. Beall.

Kidney Lesions in Congenital Syphilis; Epiphesitis in Congenital Syphilis; Spontaneous Pyo-Pneumo-Thorax in Infancy; by Dr. Johnson.

The Blood Platelets in Infants and Young Children, by Dr. Stafford McLean and Dr. Caffey.

The End Results in Cerebro-Spinal Meningitis, by Dr. Craig and Dr. Stafford McLean.

The Rate of Healing of the Bone Lesion in Scurvy, by Dr. McIntosh and Dr. Stafford McLean.

Early Bone Changes in Scurvy, by Dr. Chowan.

Pneumococcus Meningitis, by Dr. Davidson.

Completed Studies

Kala-Azar in Infants, Dr. Wollstein. New York State Journal of Medicine, March, 1925.

Surgical Pathology of Urinary Tract in Infants, Drs. Bugbee and Wollstein, Journal of the American Medical Association, December, 1924.

Retro-Pharyngeal Lymph. Adenitis in Infancy and Childhood, Drs. Stafford McLean and Dr. von Hofe, *American Journal of Medical Sciences*, April, 1925.

Cerebro-spinal Fluid in Infants and Young Children, Drs. Stafford McLean and Dr. von Hofe, American Journal of Medical Sciences, 1925.

Modern Feeding of Infants and Children, Dr. McLean and Miss H. L. Failes—Lea and Febiger.

Vanderbilt Clinic

The study of a group of families which were under observation and reported upon last year; consideration of end results of an intensive health survey. Dr. Reuben.

Study of the Thymus in Children Suffering from Convulsions. Improvement has followed X-ray therapy indicating that many symptoms of thymic dysfunction may be due to perverse metaboilsm and not increase in size. Dr. Reuben.

Study of Splenic Enlargement, 800 children. Dr. Zamkin.

Reports of a Group of Unusual Cases of Cardiac and Developmental Disturbance. Dr. Reuben.

Bellevue Hospital: Work Under Way

Clinical and Statistical Studies of the Various Types of Pneumonia in Children. Drs. Smith, May and Langmann.

Studies of Tuberculin Skin Reactions with Statistics on the Incidence of Positive Reactions in New York City; also Studies on Pulmonary Fibrosis in Childhood. Dr. Smith.

The Huddleston Memorial Cardiac Class is still collecting information on various phases of heart disease in childhood under Drs. Smith, Merritt, Langmann, Nicholson, Putnam and Goldstein.

Special aspects are under investigation by individuals, such as:

The Potential Cardiac, by Dr. Goldstein; Electrocardiography in Children, by Dr. Nicholson; The Family Incidence of Rheumatic Infections, by Dr. Putnam; Recurrence of Rheumatic Nodules, by Dr. Merritt.

Asthma and Protein Sensitization in Children, by Dr. Bell.

Problems Connected with Syphilitic Infections, by Drs. Previtali and Mantinband.

A Diagnostic Nutrition Class is being conducted by Drs. Chaplin, May, Pattison and Sutton.

A Class for the Study and Treatment of Postural Defects is being conducted by Dr. Sutton.

Drs. Lincoln, Freeman and Putnam are collecting a large number of children with positive tuberculin reactions whom they are following through a period of years and it is believed that much valuable information on this important problem will be obtained.

Dr. Miner Hill is conducting experiments in the home treatment of feeding cases which have done badly in the hospital. This demonstration was started April 1, 1925, through the aid of a fund raised by Dr. Hill.

A valuable contribution to our knowledge about Rickets has been obtained by careful metabolic and X-ray studies of a small number of cases by Dr. Hugh Chaplin.

Dr. Lyttle, in charge of the laboratory, is studying the blood and urine in nephritis, cardiac disease, ketosis and acidosis and is continuing his work on spinal fluids.

Work Completed

Graphic Methods of Recording Physical Signs, Proceedings of the American Pediatrical Society, 1924, Dr. Charles Hendee Smith.

Every Child and How He Keeps Well, Annals of the Academy of Political and Social Science, 1925, Dr. Royal Storrs Haynes.

Mumps of the Pancreas, Archives of Pediatrics, 1925, Dr. A. M. Stevens.

Kerley's Pediatrics, Third Edition, 1924: Co-author, Dr. Gaylord W. Graves.

Diagnostic Significance of the Chemistry of the Spinal Fluid, Journal of the American Medical Association, 1925, Drs. H. B. Wilcox and John D. Lyttle.

Acrocephaly Associated with Syndactylism, *Archives of Pediatrics*, October, 1924, Dr. A. G. Langmann.

What the Family Eats, Good Housekeeping, February, 1925, Dr. Hugh Chaplin.

The Hospital Out-Patient Department and the Community Nutrition Program, Public Health Nurse, December, 1924, Dr. Hugh Chaplin.

Endocrinology in Pediatrics, Archives of Pediatrics, December, 1924, Dr. H. L. Dowd.

Studies on Formation of Streptococcus Toxin, Proceedings of the Society of Experimental Biology and Medicine, May 20, 1925, Dr. R. G. Freeman, Jr.

DEPARTMENT OF LARYNGOLOGY AND OTOLOGY

The Department announces with regret the loss, through death, of two faithful members of the staff, Dr. Roy S. Hinsdale and Dr. John Cotter.

At Vanderbilt Clinic, during the twelve months from May 1st, 1924, the Department has treated 8,697 cases, a decrease of 1,442 over the previous year. There were 2,495 new cases, besides 1,634 cases for consultation.

DEPARTMENT OF MEDICINE

The effort during the past year has been directed toward developing and perfecting plans, for some time under way, for effective teaching, better care of patients and the training of physicians. At the Presbyterian Hospital the experiment of the previous year in organizing the medical staff on the team basis mentioned in last year's report, proved so encouraging and successful that the entire staff is now working according to this scheme. While several changes in the new type of organization may be necessary they are minor and do not alter the general principle underlying the plan in the first instance. Certainly the quality of the work of the clinic has improved markedly, and the approval on the part of the staff is quite unanimous.

At the Presbyterian Hospital the teaching during the third year, in the dispensary, has been modified so as to correspond more nearly to the clinical clerkship method employed in the wards. The students are divided into groups of two each, and assigned permanently to a physician working in the O. P. D. As each student has two days a week in the dispensary, he is, during his stay at the Presbyterian Hospital, continuously associated with two different instructors.

New patients admitted to the clinic are distributed so that each pair of clinical clerks has one new case. On this case they take a history and perform a physical examination, for which they are allotted one hour. The instructor then spends from thirty to forty minutes discussing not only the technique of the examination, but the general aspects of the case as a problem in disease. The student's perspective, from the beginning, is not confined to the discovery of data, but includes the entire setting of the disease process. Relative values become apparent much sooner by this method of introducing clinical material to the student. The clinical instruction of the third year student at the Presbyterian Hospital is now conducted as follows:

I. Clinical clerkship in the Out-Patient Department two periods a week—students in groups of two.

II. Systematic demonstrations of physical signs selected from wards and Out-Patient Department, one period a week in groups of thirty-two.

III. Systematic clinics covering the important fields of internal medicine by men particularly interested in those fields, one period a week, entire class.

These three types of instruction teach the student:

- 1. To establish contact with the patient and learn his social, economic and medical background.
- 2. To discover the objective abnormalities that may be found on physical examination.
- 3. To interpret in an elementary way this data in its significance to that particular patient, in relation to the broad fields of internal medicine.

This re-organization has been carried out by increasing the dispensary teaching staff from twelve to twenty-two men, and the time devoted to the student under heading I from eight hours a week to eighteen hours a week. The students come on two days a week and see the same individual instructor on each day, so that each instructor can carry out a consistent program of teaching, yet each student comes in contact with two different instructors and is, therefore, not subject to individual bias.

At Vanderbilt Clinic Dr. Knapp has pushed forward the re-organization of the record system and conduct of the clinic to conform as nearly as possible to the system now used at the Presbyterian. This is desirable and essential in view of the amalgamation of the two clinics later on. Despite the long distances and isolation of the teaching staffs which teaching at Bellevue, Vanderbilt Clinic and Presbyterian Hospital necessarily entails, the students certainly seem to improve from year to year. Great credit is due to Dr. Norrie and his staff for the work they are doing at Bellevue. The mass and variety of material available, together with the wide experience of Dr. Norrie, Dr. Draper and the staff, provide for the students a most valuable experience.

During the year the Misses Cheney have contributed \$6,500 to the work of the Constitution Clinic. To carry on this work \$5,000 a year for three years has been provided by Joseph S. Stevens; \$500 a year for three years by Joseph R. Swan; \$1,000 by Mrs. James Greenway; \$500 by Mr. Richard Garlick; \$500 by Mrs. Edward W. Sparrow and \$1,000 by Mrs. L. D. Ricketts. The Commonwealth Fund is giving \$7,500 for the coming year. The work in epilepsy has continued as formerly, supported through funds amounting to \$3,000, supplied by the Committee on Epilepsy. Mrs. Dorothy Willard Straight has made possible an extension of Dr. Dochez's work on scarlet fever by a gift of \$5,000. An intensive study of the common cold is being undertaken as the result of the promise of \$5,000 yearly for five years from the Chemical Foundation.

The following studies have been published by members of the Department during the year:

Studies on the Biology of Streptococcus, III, Agglutination and Absorption of Agglutinin with Streptococcus Scarlatinae, Franklin A. Stevens, and A. R. Dochez, Journal of Experimental Medicine, xi, No. 2, pp. 253-262.

- Studies on the Biology of Streptococcus, IV, The Occurrence of Streptococcus Scarlatinae in Convalescence and in the Complications of Scarlet Fever, Franklin A. Stevens and A. R. Dochez, *Journal of Experimental Medicine*, xi, No. 4, pp. 493-501.
- Some Reactions in Sensitized Guinea Pigs to the Filtrate of Scarlatinal Streptococcus, A. R. Dochez and Lillian Sherman, Proceedings of the Society of Experimental Biology and Medicine, 1925, xxii, p. 282.
- Observations after Ten Years on a Series of Cerebrospinal Syphilitics, Treated by Intravenous and Intraspinous Therapy, George Draper, American Journal of Medical Sciences, clxix, No. 1, p. 39.
- Studies in Human Constitutions, Facial Form and Disease Correlation, George Draper, Halbert Dunn and David Seegal, American Journal of Medical Sciences, clxix, No. 3, p. 322.
- The Participation of Inorganic Substances in Carbohydrate Metabolism, George Harrop and Ethel M. Benedict, *Journal of Biological Chemistry*, lix, No. 3, April, 1924.
- Rectal Digitalis Therapy, Robert L. Levy, Archives of Internal Medicine, Vol. 33, pp. 742-757.
- Observations on the Origin of Urinary Ammonia, Robert F. Loeb, Dana W. Atchley and Ethel M. Benedict, *Journal of Biological Chemistry*, lx, No. 3, July, 1924.
- The Influence of Proteins on the Diffusibility of Calcium, Robert F. Loeb and Emily Nichols, Proceedings of the Society of Experimental Biology and Medicine, xii, pp. 275.
- Human Sensitization after Large Amounts of Horse Serum, George M. Mackenzie, Journal of Immunology, lx, No. 4, July, 1924.
- The Significance of Anaphylaxis in Pneumococcus Immunity, George M. Mackenzie, Journal of Experimental Medicine, xli, No. 1, pp. 53-64.
- The Production and Significance of Cutaneous Allergy to Pneumococcus Protein, George M. Mackenzie and Shutai T. Woo, *Journal of Experimental Medicine*, xli, No. 1, pp. 65-71.
- Notes on the Mechanism of Paroxysmal Hemoglobinuria, George M. Mackenzie, Proceedings of the Society of Experimental Biology and Medicine, xxii, pp. 278-279.
- The Importance of Changes in Electrical Charge in Specific Bacterial Agglutination, Gerald S. Shibley, Proceedings of the Society of Experimental Biology and Medicine, xxii, pp. 276-279.
- The Effects of Irrigation with Surgical Solution of Chlorinated Soda in Acute and Chronic Empyema, Franklin A. Stevens, Journal of the American Medical Association, Vol. 83, pp. 1495-1497, November 8, 1924.
- Sulphemoglobinemia; With Report of a Case Having a Definite Etiology; Karl Vogel, American Journal of Medical Sciences, claviii, No. 1, p. 89, July, 1924.

Primary Carcinoma of the Liver, from the Clinics of Drs. William C. Von Glahn and Albert R. Lamb.

DEPARTMENT OF NEUROLOGY

The work of the Department of Neurology has gone forward in a satisfactory manner this year. The Department is pleased to announce that it is fortunate in having acquired the services of Dr. E. G. Zabriskie, Secretary of the New York Neurological Institute, as one of the Professors of Clinical Neurology. Dr. Zabriskie's reputation as a bedside teacher in Medicine, as well as his great organizing ability, as demonstrated while he was Neurological Consultant of the Army of Occupation overseas, are well known.

The post-graduate courses in Medicine prospered in the past year. The number of matriculates was limited, but all of those who attended the course were earnest and availed themselves of the numerous opportunities which the post-graduate courses offered. It is the plan for the coming year to arrange for longer courses in post-graduate study both in Neurology and Psychiatry for the small but still growing number of those who seriously intend to pursue Neurology or Psychiatry as a specialty.

The clinical under-graduate teaching has devolved largely upon Professor Casamajor, whose enthusiasm and inspiring lectures have carried the Third Year courses so successfully through the past two or three years. In addition to his regular teaching in the University, Professor Casamajor has carried on a course of instruction for the Veterans' Bureau particularly for such physicians connected with this organization as may desire to perfect their knowledge of the anatomy and physiology of the nervous system. Professors Elsberg, Riggs, J. Ramsay Hunt and Tilney have given the Fourth Year lectures jointly and have endeavored to show the last year students the various means—surgical as well as medical—for treating diseases of the nervous system. Dr. Howe has given a series of lectures on the use of heat, light and electricity, and water applications, in caring for disorders of the nervous system. He has also dealt with the treatment for drug addiction and alcoholism. Professor E. Livingston Hunt's lectures at the City Hospital continue to be a feature of the teaching, and the opportunity which he offers for the student to see a great variety of chronic nervous disorders is probably unexcelled. Professor Hunt's work is supplemented by Professor Goodhart at Montefiore Home.

The teaching of the fundamental topics in the anatomy of the nervous system has been most successfully carried on during the past year by Professors Strong and Riley with the able assistance of Dr. Stookey, Dr. Pardee and Dr. Rosett. Professor Strong has been particularly active in the post-graduate courses giving the histological structure of the nervous system, illustrating most of his demonstrations by clinical examples.

The research in process this year carries the work along many lines already established concerning which numerous reports have appeared. Professor

Elsberg is still engaged in his experimental work on epilepsy and epileptic seizures. He has also advanced in a new study on the interpretation of ventricular distension caused by brain tumors. Dr. Tilney and Dr. Pike continue their work on the cerebellum, and Dr. Casamajor and Dr. Tilney are carrying their studies of the interpretation of behavior on the basis of myelinogenesis to the numerous forms of animals, and will soon be in a position to approach the behavioral problem presented by the human infant on this basis. Dr. Howe has made an extensive study of the use of hypertonic solutions in the treatment of inflammations of the brain and increased intracranial pressure, and together with Dr. Tilney, he is preparing a new investigation to study more closely the nature of lethargic encephalitis, usually known as the sleeping sickness, with the idea of determining the effects of certain remedial agencies in limiting the spread of these inflammations and in reducing the effects they produce in the nervous system. Dr. Wechsler is planning to resume his studies of the basal ganglia, substantia nigra and red nucleus in their connection with such diseases as chorea and choreoathetosis.

The following studies have been published by members of the Department during the past year:

Casamajor, Louis: A Case of Meningo-Encephalitis Associated with Carditis (with Michael Osnato). Archives of Neurology and Psychiatry, 12: 553-58, November.

Myelinogeny as Applied to the Study of Behavior (with Frederick Tilney). *Ibid.*, 12: 1-66, July.

Cornwall, Leon H.: A Clinical and Biochemical Study of Neuro-Syphilis. The Relative Arsenic Content in the Spinal Fluid, Brain and Spinal Cord of Rabbits after Intravenous Administration of Silver Arsphenamine (with Chester N. Myers). American Journal of Syphilis, 8: 726-33, October. Diagnostic Methods in Neuro-Syphilis. Journal of Laboratory and Clinical Medicine, 9: 369-74, March.

Elsberg, Charles A.: Concerning Papilledema in Tumors of the Brain and Its Surgical Treatment. Archives of Ophthalmology, 53: 307-15, July. Increased Cranial Vascularity in Its Relation to Intracranial Disease (with C. W. Schwartz). Archives of Neurology and Psychiatry, II: 292-307, March.

Goodhart, S. Philip: On Deformity of the Foot in Systonia Musculorum (with Walter M. Kraus). *Ibid.*, 11: 436-43, April.

Hunt, Edward Livingston: History, Chemical and Pathological Findings of Two Cases of Fulminating Syphilis (with Leila C. Knox). New York State Journal of Medicine, 24: 7-9, January.

Hunt, J. Ramsay: Contributions to the Chapters on Psychological Medicine and Psychiatry. *International Medical Annual*, 162-171.

The Foundation and Early History of the American Neurological Association. Semi-centennial volume of the American Neurological Association, 1875–1924: 1-5.

The Relation of the Cerebellum to the Static System and Its Role in Posture-Synergy. *Journal of Nervous and Mental Disease*, 60: 337, October.

The Static and Kinetic Aspect of Movements. *Encephale*, 19: 11-18, January.

The Static and Kinetic Systems of Motility. Revista di Patologia Nervose e Mentale, 29: 125.

Static Seizures in Epilepsy: A Type of Epileptic Paroxysm Characterized by Sudden Loss of Postural Control. *Revue Neurologique*, 11: 201, September.

A Theory of the Mechanism Underlying Inhibition in the Central Nervous System. Archives of Neurology and Psychiatry, 11: 418-31, April.

Osnato, Michael: A Case of Meningo-Encephalitis Associated with Carditis (with Louis Casamajor). *Ibid.*, 12: 553-58, November.

Polon, Albert: The Growth of Psychotherapy and Evolution of Psychoanalysis. *Mental Hygiene*, 8: 55-68, January.

Riggs, Austin Fox: Five Brain Tumors (with William B. Terhune). Boston Medical and Surgical Journal, 190: 1121-1123, 26 June.

The Ophthalmologist and the Psychoneuroses (with Lawrence K. Lunt). Journal of the American Medical Association, 83: 1968–1973, 20 December.

Psychotherapy (with William B. Terhune). George Blumer Edition of Billings-Forchheimer's Therapeusis of Internal Diseases, 2: 3-33.

Rosett, Joshua: The Experimental Production of Rigidity of Abnormal Involuntary Movements and of Abnormal States of Consciousness in Man. *Brain*, 47: 293-336, August.

Stookey, Byron: An Experimental Study of Hyperneurotization. Archives of Neurology and Psychiatry, 11: 113-20, February.

A Study of Extradural Spinal Tumors. Ibid., 12: 663-681, December.

Tilney, Frederick: Myelinogeny as Applied to the Study of Behavior (with Louis Casamajor). *Ibid.*, 12: 1-66, July.

Timme, Walter. The So-called Unit Characters in Relation to Hereditary Disturbances of the Nervous System. *Ibid.*, 12: 131-36, August. Lectures on Endocrinology. New York, Hoeber. 120 pp.

Wechsler, Israel S.: Involuntary Movements: Their Unusual Association and Relation to the Phenomena of Decerebrate Rigidity (with S. Brock). Archives of Neurology and Psychiatry, 11: 698-706, June.

Nervousness and the Jew: An Inquiry into Racial Psychology. The Menorah Jr., New York, 119-133, April-May.

On the Difficulties of Utilizing Aphasic Symptoms in the Localization of Brain Tumors. With a Report of four cases with Necropsy. *Journal of Nervous and Mental Disease*, 59, January.

DEPARTMENT OF OBSTETRICS AND GYNECOLOGY

The teaching and other activities of the Department of Obstetrics and Gynecology are largely centered in the service of the Sloane Hospital for Women, so that a brief outline of the work that has been done in that institution during the past five years will give some idea of the progress made in the Department.

In 1919 a reorganization of the teaching methods and service of the Hospital was undertaken, based on the underlying beliefs:

- I. That Gynecology, dealing with the function and diseases of the female generative organs, and Obstetrics, dealing with the reproductive function of those organs, should be studied and taught together. A knowledge of both subjects is necessary to a successful understanding or practice of either.
- 2. That Obstetrics is an important branch of Preventive Medicine, involving the health of mother and child, and demands the study and teaching of prenatal and postpartum care quite as much as training in the conduct of labor.
- 3. That while pregnancy and labor are normal physiological functions, under modern conditions they seem to approach more and more the pathological, and present many-sided problems requiring the aid of other branches of Medicine, both clinical and laboratory, for their solution.
- 4. That, in view of the fact that sixty per cent of the gynecological conditions requiring treatment have the trauma and infections of pregnancy and labor as etiological factors, training in better obstetrical methods would be preventive gynecology.
- 5. That the training received in gynecological surgery will lead to a better surgical technique in Obstetrics, and the knowledge gained in the labor room and obstetric clinic would be of benefit in the study and treatment of gynecological conditions.

To carry out these beliefs it was necessary:

- 1. To recruit a staff in the Hospital that was interested in the study and teaching of Obstetrics and Gynecology and in sympathy with the plan of reorganization.
- 2. To enlist the coöperation of other Departments of Medicine, both clinical and laboratory, to assist in the diagnosis and treatment of complicated cases and aid in the study of some of the special obstetric problems.
- 3. To develop adequate clinics for both gynecological and obstetrical care.

After three years spent in readjustment and experimenting, a plan for the teaching and hospital service has been developed, and its operation during the past two years has shown results which would seem to confirm the soundness of the beliefs upon which it was built.

Staff

The service of the Hospital is arranged so that, under the advice of the Director and Assistant Director, the Attending Obstetricians and Gynecologists serve for four months each on the obstetrical and gynecological wards, and devote four months to work in the follow-up clinics in Gynecology and Obstetrics. During the entire year they are called upon for fixed hours in the obstetrical and gynecological clinics and in teaching.

From the beginning the patience, energy and wisdom of Professor Caldwell has been in evidence in developing this reorganization, and he has received sympathetic and helpful coöperation from Drs. Hildreth, Van Etten and Halsted. As the work progressed more assistants were needed and Drs. Pierson, Bunzel and Caverly, after completing their two-year service as Resident Obstetrician and Gynecologist in the Hospital, were appointed Attendings to the Hospital and Instructors in the Department. Their work has been invaluable and has made possible further development. The term of service of the Interne Staff has been modified. The Resident and Assistant Resident have, as a rule, been chosen from the Interne Staff and serve for a period of three years—the first year, working in the Department of Pathology as Resident Pathologist, responsible for the Pathological work of the Hospital and its correlation with the clinical histories; the second year is served as Assistant Resident in charge of the Obstetric Service; the third year as Resident, having supervision of the entire Hospital service and devoting special attention to the gynecological wards. Three years ago the four months' interne service in Obstetrics and the special internship of six months in Gynecology were abolished and a combined interne service of one year substi-This service is divided so that instruction and training are obtained in Obstetrics, Gynecology, Pathology and care of the newborn. The plan has worked well and there has been a wealth of applications for the service from all parts of this country and Canada. Weekly staff conferences of the Attendings, Interne and Consulting Staffs have been held at which the work of the Hospital has been reviewed, methods and policies discussed and reports of pathological results This plan of organization has made for improvement in the service of the Hospital, training of the Staff and the teaching of the students. During this period of five years there have been 9,408 deliveries, of which 310 were Caesarean sections, with 84 maternal deaths, a maternal mortality of 0.89 per cent. Two thousand five hundred and fifty-nine patients have been operated on in the Gynecological Service with 33 deaths, an operative mortality of 1.28 per cent.

Consulting Staff

One of the most gratifying and helpful developments has been the coöperation received from other departments. At the outset the Heads of the various clinical and laboratory departments of the College were made

Consultants to the Hospital, and they in turn nominated an Attending Physician to represent their Department in the Hospital organization. In the clinical departments the Attending Physician is on call when needed or, as in the case of Medicine and Pediatrics, makes daily visits. The Attending Physicians in the laboratory departments have supervision of the laboratory work of the Hospital.

Too much cannot be said in appreciation of the aid that has been received from the Department of Medicine through Professor W. W. Herrick. He has been in constant attendance in the wards of the Hospital and his help and advice in the handling of the medical problems complicating pregnancy and gynecological conditions has been most beneficial. His report on cardiac diseases complicating pregnancy is widely quoted. As a result of his work on cardiac cases and on those showing evidence of toxemia during pregnancy, special clinics have been established for their treatment, follow-up and observation after their obstetric care has been completed. The Department of Pediatrics was given supervision of the care and treatment of the newborn. Under the direction of Dr. Royal S. Haines, and for the past two years, under Dr. William St. Lawrence, this work has been developed satisfactorily. Care and feeding of the newborn has been improved and there has been a marked increase in the number of infants that leave the Hospital breast-fed and gaining satisfactorily in weight. A special clinic for the supervision of premature infants, after their discharge from the Hospital, has been established at St. Luke's Hospital. Of all the infants born in the Hospital, examination at stated intervals in the follow-up clinic has made it possible to obtain a report on about 85 per cent of births at the end of the first year of life. The surgical complications occurring during pregnancy, many of them most serious, have been most ably and successfully cared for by the Department of Surgery through Dr. F. T. van Beuren, Ir.

About seven per cent of the cases admitted to the Hospital have shown a positive Wassermann reaction. These cases have been referred to the Department of Syphilology for treatment. Where such treatment was instituted early the chance of a successful termination of the pregnancy by the birth of a living and healthy infant has been greatly increased. Working in conjunction with the Association for the Improvement of the Conditions of the Poor and the Nursery & Childs Hospital, an intensive study of prenatal care was carried on in an area of eight city blocks in the congested negro district near the Hospital. Out of 1,224 cases studied 192 presented symptoms or a medical history that warranted the diagnosis of syphilis. With varying degrees of prenatal care and treatment by the Department of Syphilology, this group showed 89.9 per cent of live births and II.I per cent either miscarriages or stillbirths. An analysis of their pregnancies prior to this study, without prenatal care or treatment, showed 79.1 per cent of live births and 20.9 per cent either miscarriages or stillbirths. These figures are in marked contrast to the non-syphilitic cases under prenatal supervision, showing 95 per cent of live births and 5 per cent of either miscarriages or stillbirths. A study of the syphilitic cases cared for in the Hospital is planned along lines suggested by experts connected with the American Social Hygiene Association, but has been temporarily delayed by lack of funds to provide a worker to follow up the cases for at least a year. Probably the weakest link in the scheme of prenatal and postpartum care of syphilitic mothers is that many of them have failed to continue the treatment after leaving the Hospital until cured of the disease. Such a study will be of the utmost value in determining the end result both for mother and child in this class of cases.

The service of the Hospital has required advice on many occasions from the Departments of Neurology, Ophthalmology, Oto-Laryngology, Urology and Orthopedic Surgery. This advice has always been freely given with benefit to the patients under care and to the instruction of the Staff. The ill effects of focal infections, especially those of the mouth, on all types of cases, and their possible relation to pyelitis and some cases of toxemia, led to the establishment of a Dental Clinic for Sloane patients in the Vanderbilt Clinic. Dr. Michael Jaffer was assigned to the work and a dental survey is now made of every case registered in the Clinic or admitted to the wards of the Hospital, treatment being instituted when needed either by Dr. Jaffer at the Vanderbilt Clinic or referred to the School of Dentistry. The need for this coöperation by all departments is shown by the analysis made in 1923 of 3,460 deliveries when it was found that 17 per cent of the cases had required treatment and supervision for other conditions than pregnancy.

Laboratories

With the exception of a small laboratory for routine clinical examinations, Sloane Hospital for Women has no laboratory space. To meet the requirements for such essential work the Departments of Pathology, Bacteriology and Medicine offered to conduct and supervise it in their laboratories, the Department of Obstetrics and Gynecology providing supplies and technicians. This arrangement has been most successful.

In the Department of Pathology Prof. W. C. Johnson was appointed Attending Pathologist to the Hospital. Under his wise guidance a department of obstetrical and gynecological pathology has been developed that is the equal of any in this country, and the value of the work has increased from year to year. For the past two years a Resident of the Hospital has been assigned to this laboratory for training and the performance of the routine work. This training has been made a requirement for promotion to Assistant Resident and Resident in charge of the ward and operative services of the Hospital. The reports from the Department of Pathology on gross and microscopic specimens, often with lantern demonstrations of photo-micrographs, have made one of the most instructive contributions to the Hospital staff conferences. The investigations made in the Department of Pathology of the causes of death of the newborn have been of the

greatest importance. The report on birth trauma by Dr. R. N. Pierson, working under the direction of Prof. Johnson, in which it was shown that 38 per cent of the fetal deaths occurring in breech deliveries were due to fracture of the neck of the fetus or cerebral hemorrhage, led to a review of the mechanism and management of labor in this type of case. A careful search of the literature on the subject brought to light many defects in the illustrations used to teach the methods of breech delivery, so that for the purpose of instruction a new set of illustrations was produced and a moving picture taken that demonstrated the method of delivery on the mannikin and living subject. These pictures have been shown at various medical meetings with the result that many practitioners have come to the Hospital for mannikin instruction in breech delivery, and duplicate sets of the pictures have been purchased for use in other medical schools. A report by Prof. Johnson on the pneumonias occurring in the newborn, especially in cases of dry labor, has been widely quoted and has led to a change of method in the management of this class of cases. The amount of pathological work done for the Sloane Hospital for Women is included in the report of the Department of Pathology. Further development of the work, however, has been hampered by lack of funds for secretarial help and provision for care of museum specimens.

The Department of Bacteriology has supervised and assisted in the bacteriological work of the Hospital and has made the routine Wassermann tests which are taken on all cases admitted. Bio-chemical examinations have been conducted in the laboratory of Vanderbilt Clinic under the supervision of Dr. Herbert Wiener. These examinations have been of service in the study of the toxemias of pregnancy, diabetes and many other conditions.

Clinics

With this development of the Attending and Consulting Staffs of the Hospital many changes were necessary in the Clinic and in the method of recording histories. Accurate and convenient records must be available. New history charts were prepared by Dr. R. N. Pierson and the unit history system installed. Mr. E. G. Peyser was placed in charge of the Record Room. The histories have been carefully kept and are becoming more and more valuable for study and for use in the instruction of students.

That these records might be useful in the study of all stages of pregnancy, labor and the puerperium coöperation must be had with patients. Registration of a woman early in her pregnancy was necessary. Regular attendance at the clinic must be insisted upon and adequate arrangements must be made for her entrance to the Hospital at any time during the course of her prenatal care that her condition might demand. It was soon learned that much time and energy was being wasted in registering and examining patients who were irregular in attendance or failed to return after one or two visits and could not be located at the address given at the time of registration. Incomplete and false histories accumulated. In 1921 Miss Marion

Sprague made an illuminating survey of cases registered at the clinic. It was found that the Hospital was being imposed upon and exploited by unscrupulous people in the neighborhood for the care of illegitimate cases from all over the country. Such clinical material was useless for study. The machinery necessary to control these conditions could only be carried out by the organization of an active Social Service Department. The establishment of such a Department was made possible through the generosity of Mr. and Mrs. Edgar Palmer, who have given \$5000 annually to its maintenance. This amount has been supplemented by the income of the Dr. E. B. Cragin Memorial Fund, and generous contributions have been received from Mrs. John H. Prentiss, Mrs. Paul Warburg and Mrs. Cornelius N. Bliss and others. The Hospital is to be congratulated in securing Miss Grace R. Bolen as Head of the Department. With the assistance of Miss Lyda Sperling and two workers, Mrs. Wilhelmina Lyman, and Mrs. Mac-Donald, Miss Bolen, with great tact and vision, has developed a Department that has not only revolutionized the clinic attendance, but has also established most cordial and helpful relations with other civic organizations interested in maternal and infant welfare. A false address at the present time does not occur once a month. The attendance at the prenatal clinic is pratically one hundred per cent, and failure to attend is, as a rule, reported by telephone, letter or messenger, and a request made for another appointment. That the patients have entered into the spirit of the clinic is evidenced by this regular attendance and by the marked increase in the registration during the early months of pregnancy. In 1922 less than 20 per cent of the cases were registered before the sixth month; in 1924 nearly thirty-three per cent had registered before that time. Further proof of the benefits of prenatal care is shown in the reduction of the number of cases of eclampsia admitted to the Hospital. Of the sixty-eight cases of eclampsia that have been treated from June, 1919, to January, 1925, thirty-eight occurred in the first two years. There has been a gradual reduction in the number admitted each year and in 1924 only seven cases were treated, four of these being emergency admissions that had not attended the clinic. The antepartum clinic is held daily in the afternoon, and during 1924 an additional morning clinic, under the direction of Professor W. E. Caldwell, was organized for consultation on cases that presented conditions that might lead to a complicated labor.

It has been interesting to note the increasing interest of the entire staff in the prenatal clinic and an appreciation on their part that careful prenatal study will lessen many of the complications so frequently met at the time of labor. Up to 1921 the follow-up of obstetrical cases was conducted in the Vanderbilt Clinic. This was found to be unsatisfactory as it was impossible to get patients to return to an institution other than the one in which they were confined. A postpartum clinic was, therefore, established in the Hospital on two mornings a week. To this clinic mothers and babies were asked to return, the babies being seen by an assistant to the Attending Pediatrician, Dr. Leslie O. Ashton. The attendance has

developed rapidly so that during the past year it was possible to follow up more than 80 per cent of the cases delivered in the Hospital and examine about 80 per cent of the babies born. Reports from about ten per cent more were received through physicians or other outside agencies. The limited clinic space in the Hospital has been somewhat of a handicap in this development.

To meet the needs for further study of special groups, clinics have been developed for the care and follow-up of cardiac and toxic cases. In a review by Dr. E. E. Bunzel of the cases of toxemia of pregnancy that occurred during the first three years of this period, only fifty per cent had been kept under observation. By the organization of these special clinics. two years ago, it has been possible to follow up and study about eighty-two per cent of the cases. During the past year 346 visits were made by toxic patients and 240 visits by cardiac patients. These special clinics were organized under the supervision of Dr. W. W. Herrick, with Dr. Jean Corwin, then an interne in the Hospital, as an assistant. Last year Dr. Corwin was appointed an instructor in the Department of Medicine and assigned to the Department of Obstetrics and Gynecology, in charge of the toxic and cardiac clinics. These clinics, if they can be continued and adequately manned and supervised, offer great possibilities in the study of this type of case, will be of benefit in future treatment, and may possibly aid in the solution of some of the obscure problems connected with toxemia.

A summary of the attendance at the prenatal and postpartum clinics is appended. In addition to these visits to the clinic the Social Service Department during 1924 made 2,616 visits to patients, and an additional 1,255 visits were made for antepartum and postpartum care by workers of the Association for Improvement of Conditions of the Poor. The clinic has also received aid in prenatal and postpartum care from the Maternity Center, Henry Street Settlement, Department of Health and the New York Diet Kitchen. There can be no doubt that the knowledge of the value of prenatal and postpartum care received by the patients attending the Hospital has spread far beyond its limits at the Clinic and will be of help in advancing the demand by the laity for improved obstetrical care.

Gynecological Clinic

Without adequate room for the development of a gynecological clinic in the Hospital, the care and study of these cases has been carried on in Vanderbilt Clinic. Under the direction of Dr. James Corscaden the work has been organized and coördinated with the work of the Hospital. Definite cases have been assigned to the Attending Staff. The attendance of patients has been restricted and placed on an appointment basis. This has resulted in a more careful study of the cases treated and allows a higher percentage of admission to the wards of those needing hospital care. The development of the clinic is retarded by lack of hospital beds for gynecological cases. With provision for only twenty beds, there is at all times a long list in the

clinic of those awaiting admission. This lack of room on the gynecological service is one of the crying needs of the Department which it is hoped will be met in the future development of the Hospital.

Special clinics have been established for the treatment of sterility, with Dr. Pierson in charge; for cystoscopic diagnosis and treatment, under the direction of Dr. Halsted, and for the study of the endocrine glands in gynecological conditions under Dr. Herman Sharlit. The records of the clinic have been adapted to the Hospital record room and are transferred to the Hospital when the patient is admitted. A report of the clinic service is made at the Staff Conferences. Owing to the small ward Gynecological Service it has been impossible to give all of those working in the Clinic a Hospital appointment. Their work, however, has been appreciated and is important in the organization and teaching of the Clinic.

A follow-up clinic for gynecological cases, treated in the wards, has been established in the Hospital in charge of the Attending Staff. The results found in the Clinic are incorporated in the history of the patient and a monthly report made for discussion at the Staff Conference.

Teaching

With the development of the Hospital and Clinic Services and the increasing experience of the Staff, there has been an improvement in the teaching. The course of mannikin instruction has been enlarged. The production of newer charts and illustrations and the increased collection of pathological specimens and micro-photographs has added to the value of conferences and demonstrations. The development of the Record Room, so that large series of histories are available for the use of students in studying various obstetrical and gynecological conditions, has increased the interest in the work.

An attempt has been made to inject some clinical teaching into the Obstetrical and Gynecological Course during the third year. This has not been very successful owing to the size of the class and lack of accommodations in the Hospital Clinic. So that, for the present, the work must be largely carried on by quizzes and lectures. In the fourth year, with the class divided into small sections, and living in the Hospital for a period of seven and one-half weeks, it has been possible to divide the section so that each student is enabled to actually handle cases, under supervision, both in the clinic and delivery room. This work in Sloane Hospital is supplemented by experience in the home care of obstetrical cases on the Outdoor Service of the New York Nursery and Child's Hospital, under the supervision of Dr. T. B. Reed, an instructor in the Department. Daily conferences are held with the entire section on the cases they have seen, or which have been assigned to them. Operative deliveries are repeated on the mannikin and each student is given an opportunity to perform the operation. The students receive instruction in Gynecological and Obstetrical Pathology from Professor Johnson and the Resident Pathologist in the Pathological Laboratory.

The requirements of the schedule, by which students during the course in Obstetrics and Gynecology are also assigned for instruction in Pediatrics at Bellevue Hospital in the afternoon, make it impracticable to give as much time to teaching in the prenatal clinic as the subject demands. It seems impossible to change the time at the clinic to the already crowded morning hours. This arrangement of the schedule has been the subject of much discussion and it is hoped that in the near future a suitable adjustment can be made so that instruction in this important branch of Obstetrics can be increased.

In addition to the medical classes, the instruction and training of nurses in the care of obstetrical and gynecological cases is an important activity of the Hospital. Student nurses are admitted to the Hospital for a three months' course on the first of each month. This course is part of the training received from the following affiliating institutions: Presbyterian, Roosevelt, St. Luke's, Post-Graduate, New York, French and Broad Street Hospitals of New York and Vassar Brothers' Hospital of Poughkeepsie. A post-graduate course is also open to graduates in good standing from recognized schools. This course of instruction includes practical training in the clinics, wards and delivery room, and lectures and demonstrations by the Attending Obstetrician and Attending Pediatrician on duty. work, under the direction of Miss M. E. Herbert, Assistant Superintendent of the Hospital, in charge of the nurses, has been developed to a high degree of efficiency. From April, 1920, to April, 1925, 965 nurses have graduated and received diplomas from the Hospital. In January, 1924, a course for the training of obstetrical supervisors was inaugurated. Student nurses having special executive ability and intelligence, and who show an aptitude for obstetrical work after three months of preliminary training are given an added two months' instruction as assistant head nurse in the wards and delivery room. Five nurses have completed this course and are now in charge of departments of the Hospital.

The success of the reorganization has in no small measure been due to the coöperation received from the Superintendent of the Hospital and the Superintendent of the Training School, Miss A. I. Byrne. Appointed to the positions in 1920, Miss Byrne has been untiring in her effort to maintain the Hospital at its highest point of efficiency for the care and comfort of patients, interne staff and nurses. When new activities developed she has been resourceful in providing needed accommodations and supplies.

With these foundations laid, the productiveness and efficiency of the Department of Obstetrics and Gynecology should make progress in the future. More time can be devoted to research; more accurate histories will be available for study; with continued and increased coöperation from other departments, patients will receive better treatment, and the combined efforts may aid in the solution of some of the problems.

Short post-graduate courses in Obstetrics and Gynecology will be established. Need for such courses is evidenced by the number of physicians

constantly visiting the clinic seeking information. To carry on the work greater clinic space and an increased budget for needed secretarial help and assistants will be necessary. It is hoped that sometime in the near future fellowships in the Department can be established to provide workers for special problems.

Alterations in the Hospital

Many changes were necessary in the arrangement of the Hospital building to house these activities. After careful study alterations were planned and approved by the Board of Managers. Through the generosity of Mrs. Henry White and Mr. Malcolm Sloane, it was made possible to carry out the plans under the able direction of Mr. George McVey, Assistant Treasurer of the Hospital. The Department takes this opportunity to express its deep gratitude and appreciation for the generous support it has received from Mrs. White and other members of the Sloane family. Requests for increased clerical help, new equipment and supplies have always been granted. The advice and understanding sympathy of the Treasurer, Mr. W. B. Osgood Field, has always been encouraging and helpful in the development of the work.

There follows a list of publications by members of the Department during the past year:

William E. Studdiford, M.D.: The Relation of Obstetrics to Preventive Medicine, *Boston Medical and Surgical Journal*, Vol. 191, No. 14, pp. 617–624, October 2, 1924.

William E. Caldwell, M.D., and W. G. Lyle, M.D.: Blood Chemistry in Normal and Abnormal Pregnancy, American Journal of Obstetrics and Gynecology, July, 1921, 11, 17.

William E. Caldwell, M.D.: Intravenous Use of Paraldehyde in Eclampsia, *American Journal of Obstetrics and Gynecology*, Vol. IV, No. 3, 313, September, 1922.

Chorea and Epilepsy as a Complication in Obstetrics, American Journal of Obstetrics and Gynecology, 1923.

Intravenous Use of Paraldehyde in Eclampsia. In publisher's hands —State Medical Journal of Obstetrics, 1925.

Technique of Breech Extraction to Prevent Birth Injuries. (Ready for publication.)

Forceps Operations. (To be published shortly.)

William W. Herrick, M.D.: Some Phases of the Circulatory Disturbances of Pregnancy: With an Illustrative Case, 1919.

Pregnancy and Heart Disease from a Medical Standpoint, American Journal of Obstetrics and Gynecology, 4: 1-18, July, 1922.

Heart Disease in Relation to Marriage and Pregnancy, N. Y. Medical Journal, 117: 546-547, May 2, 1923.

Certain Phases of Arterial Hypertension, Virginia Medical Monthly, 50: 163-189, June, 1923.

The Role of the Internist in an Obstetric Hospital, American Journal of Obstetrics and Gynecology, St. Louis, Vol. viii, No. 4, October, 1924.

William C. Johnson, M.D., and Juvenal R. Meyer, M.D.: A Study of Pneumonia in the Stillborn and Newborn, American Journal of Obstetrics and Gynecology, St. Louis, Vol. ix, No. 2, February, 1925.

William C. Johnson, M.D.: Pneumonia in Newborn Infants with Lesions Resembling Influenza, *Proceedings of N. Y. Pathological Society*, 1923, xxiii (N. S.) 138.

Peritoneal Reaction to Contents of Ruptured Hemorrhagic Cyst of Ovary, Proceedings of N. Y. Pathological Society, 1923, xxiii (N. S.) 142.

Juvenal R. Meyer, M.D.: Congenital Atresia of the Vesical Extremities of Both Ureters, *Proceedings of N. Y. Pathological Society*, 1924 (N. S.) xxiv, 115.

Molding of Fetal Head and Its Main Pathological Effects, Revista de Medicina de São Paulo, 1923, December.

On a Type of Luteal Cells Occurring in Cases of Menstrual Disturbances, Revista de Medicina de São Paulo, 1923, July.

Royal C. Van Etten, M.D.: A Review of 75 Consecutive Hysterectomies for Fibromyomata Uteri, American Journal of Obstetrics and Gynecology, August, 1922, pp. 169.

Report on a Case of Full Term Extra-uterine Pregnancy with a Living Baby, American Journal of Obstetrics and Gynecology, February, 1923, pp. 206.

Warren Hildreth, M.D.: Premature Separation of Normally Implanted Placenta, With Report of an Unusual Case, July, 1922, American Journal of Obstetrics and Gynecology.

Factors in Ante-partum Care. (Read before Hospital Graduates Society, April, 1925.)

Harbeck Halsted, M.D.: An Analysis of 56 cases of Breech Presentation—Description of a Method of Delivery in which Manual Extraction of Extended Arms is Rarely Necessary, *Journal of the American Medical Association*, 1920.

A Case of General Edema of the Fetus Associated with Osteogenesis Imperfecta; Abstract and Discussion, American Journal of Obstetrics and Gynecology.

Pyelitis during Pregnancy; Abstract and Discussion, American Journal of Obstetrics and Gynecology, March 3, 1922.

Prenatal Care and the Baby's Birth. Robert K. Haas, Inc., 1924.

Pyelitis of Pregnancy at Sloane Hospital for Last Five Years. (Article in Process of Preparation.)

James A. Corscaden, M.D.: A Large Inaccessible Vesico-vaginal Fistula Following Hysterectomy, *Surgery, Gynecology and Obstetrics*, August, 1920.

Statistics and Technique in the Treatment of Fibromyoma of the Uterus by Radiotherapy, American Journal of Roentgenology, December, 1922. The Limitations of Radiotherapy in the Management of Fibromyoma of the Uterus, American Journal of Obstetrics and Gynecology, July, 1923. Desiccated Ovary: Its Use, Preparation and a Suggestion as to a Method of Standardization, American Journal of Obstetrics and Gynecology, July, 1923; In collaboration with Dr. Herman Sharlit and Dr. Wm. G. Lyle.

Richard N. Pierson, M.D.: Spinal and Cranial Injuries of the Baby in Breech Deliveries, A Clinical and Pathological Study of Thirty-eight Cases, Surgery, Gynecology and Obstetrics, December, 1923, pp. 802-815.

E. Everett Bunzel, M.D.: A Statistical Review of the Toxemias of Pregnancy, American Journal of Obstetrics and Gynecology, St. Louis, Vol. vii, No. 6, 1924.

H. J. Wiener, M.D.: Diabetes Mellitus in Pregnancy, Journal of Obstetrics and Gynecology, June, 1924.

Bret Ratner, M.D., and Ann Kuttner, Ph.D.: The Importance of Colostrum to the Newborn Infant, *Journal of Children's Diseases*, Vol. 25, pp. 413-434, June, 1923.

DEPARTMENT OF PATHOLOGY

In addition to the academic staff the following have taken active part in the research work of the Department: Dr. Alfred Hess, Miss Mildred Weinstock, Miss Elizabeth Sherman, Miss B. Johnson, Dr. Marjorie C. Davis and Mrs. A. Wuorinen. Major Paul E. McNabb, who is on leave of absence from the Medical Corps in the U. S. Army, has been studying at the Presbyterian Hospital laboratory, and has given valuable assistance in the teaching. Dr. William V. Cone has been pursuing investigations in the neuro-pathology of experimental anemias under a Medical Research Fellowship.

No fundamental changes in the method of teaching have been made. The block system which was inaugurated last year has been continued, though in slightly modified form, and has proven useful in giving greater elasticity to the work. The course in experimental pathology given by Drs. Berg and Sapinoso has been amplified, and the presentation of the experimental results and the relevant literature by the students has been made an important feature of the course. The course in dental pathology was given by Dr. Larimore with the assistance of Drs. Sapinoso and Pierson. The large number of students and their lack of previous thorough histological training presented a real difficulty. A collection of histological slides illustrating the more important pathological conditions has been prepared and will be amplified for succeeding classes.

Continuing the plan adopted five years ago for coöperation between the Departments of Pathology and Obstetrics and Gynecology, the autopsies and examinations of surgical specimens from the Sloane Hospital have been performed in the rooms of the Department of Pathology. Most of the routine has been carried on by a member of the Department of Obstetrics and Gynecology who is assigned to spend a year in pathological work and acts practically as a resident pathologist for the Sloane Hospital. Dr. Virgil Damon, who filled this position last year, returned to Sloane to become Assistant Resident Physician and was succeeded by Dr. E. S. Coler. Dr. Coler has also conducted most of the teaching of the course in obstetrical and gynecological pathology, which is given to fourth year students during their quarter assigned to obstetrics and gynecology.

Dr. J. R. Meyer of São Paulo, Brazil, who has spent two years here on a scholarship from the Rockefeller Foundation for the purpose of securing a training in obstetrical and gynecological pathology, left the department in December, to return to his home in Brazil, where he has resumed his connection with an obstetrical hospital and with the University of São Paulo. Dr. F. Summerill, a graduate of P. and S. in 1921, who received serious injuries in an ambulance accident during his internship at Gouverneur Hospital, has returned to medical work, and is acting as a volunteer assistant in Sloane pathological work. Drs. Johnson and Meyer have completed and published a study of pneumonia in the stillborn and newborn. The frequency of this condition is shown by the fact that it occurred in nearly twenty per cent of five hundred autopsies. Congenital pneumonia is shown to be not only an important cause of infant mortality but is also of considerable importance in clinical obstetrics, as most of the cases have been found after dry labor with inflammation of the amniotic sac, and infection of the fetal lung in utero. During the year ending March 31, 1925, specimens were examined from 420 gynecological operations. The total number of autopsies during the same period was 141. There were 26 adult deaths at the hospital, with 12 autopsies, or 46 per cent, and 176 fetal and neonatal deaths with 129 autopsies or 80 per cent. The number of placentas examined was 405.

Research

The Director, with a group composed of Drs. Jeney, Berg, Cone, Davis, Mr. Zucker and Mrs. Wuorinen, has continued a study of the anemias. The scope of the work which is being carried out covers the following problems:

- 1. A study of the mechanism normally controlling blood regeneration, and the reaction of the blood-forming tissues to certain toxic agents.
- 2. The isolation of hemotoxic and neurotoxic substances from the urine and feces, and methods of increasing their absorption from the intestines.
 - 3. The resistance of normal and Eck-fistula dogs to hemotoxins.
- 4. Methods for getting a uniform distribution of medicinal substances throughout the gastro-intestinal tract. This has been accomplished by

means of specially prepared capsules, and experiments are now being conducted with these capsules to determine the effect of various germicidal agents on the intestinal bacteria.

5. A study of the substances known to be products of bacterial action in the intestine (indol, skatol, phenols, conjugated sulphates, etc.). The object was to ascertain whether there is any relation between these substances and any phase of pernicious anemia. This work included observations on the formation of putrefactive products under treatment aimed at reducing bacterial action in the intestine.

This comprehensive plan of work has been made possible through a special fund generously donated by the Eli Lilly Company. Investigations on rickets have been actively pursued during the past year. Mr. Zucker with the assistance of Mrs. Margaret Newburger has continued his studies on the chemistry of the anti-rachitic substance in cod liver oil. Further data have been obtained on the pharmacology of the anti-rachitic action in infants. A further study of the practical application of this anti-rachitic substance from cod liver oil was carried out on infants. In this we had the very effective coöperation of the Department of Public Health, the Mulberry Health Center (A. I. C. P.) and the Judson Health Center. This work has been materially assisted by a special grant from the University on the basis of the Patent Rights for the active anti-rachitic substance contained in cod liver oil.

Dr. Hess and his assistants made the observation that vegetable oils, such as linseed oil or cottonseed oil, which are inactive in regard to the prevention of rickets, can be endowed with specific anti-rachitic properties by being subjected to ultra-violet radiations. For example, young rats which were placed on a rickets-producing diet could be protected from rickets by receiving as little as 0.1 cc. of such irradiated oil. It was found. furthermore, that this protective effect could be developed by means of irradiation in wheat, in lettuce, in dry milk and in wheat flour. The active moiety of these oils is present in the fraction which cannot be saponified. a fact which holds good for cod liver oil, the sovereign specific for rickets. Further investigations revealed that crystalline cholesterol could likewise be changed by irradiation from an inactive substance to a specific antirachitic therapeutic agent. The substances produced in this way act in very minute amounts, so that less than I mg. is required by an animal, as a daily dose, to protect it from the development of rickets. These studies have been applied to the clinic and it has been shown that irradiated cholesterol, irradiated spinach and irradiated dry milk have developed protective qualities as the result of exposure to the ultra-violet rays. The practical importance of this work lies in the obvious possibility of providing definitely anti-rachitic food for use in the feeding of infants.

Dr. Pappenheimer has been working in collaboration with Dr. L. C. Dunn of the Storrs Agricultural College, Connecticut, on the pathology of leg weakness in chickens. It has become evident in the course of this

work that this disease which, because of its curability by cod liver oil and ultra-violet light, has been considered identical with rickets, is pathologically a different condition. The effect of the subcutaneous administration of cod liver oil and of the active substance in the prevention of rickets in rats is being studied with the assistance of a third year student, Mr. Robert Solley. Dr. von Glahn and Dr. Chobot have in press a paper on the pancreatic changes associated with chronic passive congestion. Dr. von Glahn is also continuing his studies on the pathology of Rheumatic Fever, especially the lesions of the auricle and aorta. Much of Dr. von Glahn's time is given to the preparation of material for the Thursday conferences to which invitations are now sent to the hospital alumni. During the past year there were 318 deaths in the hospital with 128 autopsies, or 40.2 per cent.

Dr. Sittenfield with the assistance of Miss Johnson has begun an extended study of the pathological effects of radiant energy upon embryonal and cancer cells growing in vitro. The method of investigation has been to insert needles containing radium salts and radium emanations in known amounts in contact with growing tissue, and to study the inhibitory effects by accurate measurements of differences in growth rate. It will be possible by this technique to study also finer alterations in cytological structure. Experiments are being conducted on the influence of radiant energy in intensifying or reducing the growth inhibiting or stimulating action of the various media used in the tissue cultures. A special fund donated by Mr. A. S. Rosenthal has made possible the provision of special equipment needed for this type of work, and assistants trained in the technique of tissue cultivation in vitro, have been engaged.

Mrs. Parker and Dr. Hopkins assisted by Mrs. R. Keeler have made interesting experimental studies of the soluble toxins produced by certain strains of staphylococci, and have been able to produce a neutralizing antitoxin. In collaboration with Dr. Banzhof of the Department of Public Health, a horse is being immunized to the staphylococcus toxin with a view to the preparation of a therapeutic serum.

There follows a list of publications by members of the Department during the past year:

Pappenheimer, Alwin M. and von Glahn, W. C.: Lesions of the aorta associated with acute rheumatic fever, and with chronic cardiac disease of rheumatic origin. *Journal of Medical Research*, 1924, xliv, No. 5. Johnson, W. C.: A study of pneumonia in the stillborn and newborn.

American Journal of Obstetrics and Gynecology, 1925, ix, 151.

Marine, David, Lowe, Blanche H., and Cipra, Anna: Influence of glands with internal secretion on the respiratory exchange: VII—The possible influence of suprarenal involution in newborn infants on heat production. *Journal of Metabolic Research*, 1922, ii, 329.

Marine, David, and Baumann, Emil J.: The effect of splenectomy upon the respiratory exchange in rabbits. *Journal of Metabolic Research*, 1922, ii, 341.

- Meyer, J. R.: Congenital atresia of the vesical extremities of both ureters. Proceedings of N. Y. Pathological Society, 1924, N. S. xxiv, 115.
- Meyer, J. R.: Molding of fetal head and its main pathological effects. Revista de Medicina de São Paulo, 1923, December.
- Meyer, J. R.: On a type of luteal cells occurring in cases of menstrual disturbances. Revista de Medicina de São Paulo, 1923, July.
- Hess, Alfred F., and Matzner, Milton J.: The value of milk acidified with lemon juice: Its combination with egg yolk to add the antirachitic factor. Journal of American Medical Association, 1924, lxxxii, 1604.
- Hess, Alfred F.: Experiments on the action of light in relation to rickets.

 American Journal of Diseased Children, 1924, xxviii, 517.
- Hess, Alfred F.: Nonrachitic softening of the ribs in infants and children.

 American Journal of Diseased Children, 1924, xxviii, 568.
- Hess, Alfred F., and Weinstock, Mildred: Rickets as influenced by the diet of the mother during pregnancy and lactation. *Journal of American Medical Association*, 1924, lxxxiii, 1558.
- Sittenfield, M. J.: Present studies in experimental cancer. Radiology, 1925, January.
- Penfield, Wilder: Microglia and the process of phagocytosis in gliomas. American Journal of Pathology, 1925, i, No. 1.
- Penfield, Wilder: Meningocerebral adhesions: A histological study of the results of cerebral incision and cranioplasty. Surgical Gynecology and Obstetrics, 1924, December, 803.
- Oppenheimer, B. S., and Rothschild, M.A.: The value of electrocardiogram in the diagnosis and prognosis of myocardial disease. *Transactions of the Association of American Physicians*, 1924, xxxix, 247.
- Hess, Alfred F., Weinstock, Mildred, and Helman, Dorothy: Oil activated by irradiation: II—Separation into an antirachitic and an inactive fraction. Proceedings of the Society of Experimental Biology and Medicine, 1924, xxii, 76.
- Hess, Alfred F., and Jaffe, H. L.: The effect of double adrenalectomy on the development of rickets in rats. *Proceedings of the Society of Experimental Biology and Medicine*, 1924, xxii, 103.
- Hess, Alfred F., and Weinstock, Mildred: Antirachitic properties imparted to inert fluids and to green vegetables by ultraviolet irradiation. *Journal of Biological Chemistry*, 1925, Ixii, No. 2.
- Hess, Alfred F., and Weinstock, Mildred, and Helman, Dorothy: The development of antirachitic potency in phytosterol and cholesterol following irradiation. *Proceedings of the Society of Experimental Biology and Medicine*, 1925, xxii, 227.
- Hess, Alfred F., and Weinstock, Mildred: A comparison of the evolution of carpal centers in white and negro newborn infants. American Journal of Diseased Children, 1925, xxix, 347.

Hess, Alfred F., and Weinstock, Mildred: Some properties of cholesterol and phytosterol activated by irradiation. *Proceedings of the Society of Experimental Biology and Medicine*, 1925, xxii, 319.

DEPARTMENT OF PHARMACOLOGY

Professor Lieb and Dr. Hirshfeld are continuing their experiments on decerebrate rigidity. Professor Lieb, Dr. Neuhof and Dr. Hirshfeld are carrying out a series of observations on intracranial pressure. Professor Lieb and Miss Spencer have been working on morphine habituation in the dog. Dr. Landon is investigating the blood-clotting action of "Hemoplastin" on the rabbit, and Miss Spencer, following Köhler's experiments on the ape, is attempting to determine the "manipulative ability" of the dog.

DEPARTMENT OF PHYSIOLOGY

The general plan of teaching in the Department of Physiology has undergone no material alteration this year. The division of work among members of the staff has also remained about as before. Professor Scott has continued to exercise general supervision over laboratory instruction and has divided with Professor Williams the work of giving the course of lectures and conducting the conferences.

During this year the attention of the Department was attracted to the mediocre quality of the work which was being done by several graduate students taking major work in Physiology with a view to securing the degree of Master of Arts. This degree is properly held to represent special proficiency in the major subject on the part of the holder and this department does not regard a graduate student as showing this grade of proficiency if his work is below the average of other students in the same courses not doing major work. Graduate students who attain the degree of proficiency required of all students, but who exhibit no special proficiency will receive credit for the course, but will not be recommended for the degree of Master of Arts. The Department announces this as a permanent policy in the hope that it may prove an attraction to the qualified student and also a deterrent to the poorly qualified student whose presence serves as a handicap to those who are better able to make use of the facilities offered.

Professor Williams has published:

The Einthoven String Galvanometer, A Theoretical and Experimental Study, Part I, Journal of the Optical Society of America and Review of Scientific Instruments, Vol. 9, No. 2, pp. 129-174, August, 1924. (Part II will contain a description of the new types of the instrument which have been developed in this laboratory.)

Professor Williams presented as part of the Scientific Exhibit of the American Medical Association, material illustrative of the steps in the development of the method of graphic heart sound investigation in use in this laboratory and records of normal heart sounds and murmurs. There

was also exhibited apparatus illustrative of the method now in use and a new arrangement which permits viewing the graphic appearance at the same time the sound is heard.

In July, 1924, Professor Frederic S. Lee attended the First International Reunion for the Study of Problems of Industrial Hygiene, in Geneva, and presented a report on "Chemical Tests for Fatigue," as a basis for a general discussion of fatigue tests. Professor Lee has since been appointed a member of the Correspondence Committee on Industrial Hygiene of the International Labour Office, one of the institutions of the League of Nations. In August, 1924, he took part in a symposium on "Physiological and Psychological Factors of Muscular Efficiency in Industry," at the meeting of the British Association for the Advancement of Science in Toronto. He is President of the Board of Managers of the New York Botanical Garden and is devoting much time to the reorganization of the Garden as a center for research into the fundamental biological problems afforded by plant life.

Professor Frank H. Pike has published the following:

- Muscular Co-ordination Experimentally Studied in Its Relation to the Cerebellum. F. Tilney and F. H. Pike, Archives of Neurology and Psychiatry, Vol. 13, March, 1925, pp. 289-334.
- A preliminary note on "Some Effects of Experimental Lesions of the Midbrain in Cats," F. H. Pike and D. A. Klenke, *American Journal of Physiology* (Proceedings of the American Physiological Society), Vol. 72, No. 1, March, 1925.
- Studies on Epilepsy, II. The Occurrence of Clonic Convulsive Seizures in Animals Deprived of the Cerebral Motor Cortex. F. H. Pike and Charles A. Elsberg. *American Journal of Physiology*, Vol. 72, No. 2, April, 1925.
- Professor Ernest I. Scott has the following investigations in progress:
- A Study of the Chemical Properties of Insulin Together with the Development of a Method for Its Purification, in collaboration with Professor T. C. Taylor and Mr. C. E. Braun of the Department of Chemistry.
- A Study of the Relation of Dosage of Insulin to the Resultant Drop in Blood Sugar.
- A Critical Study of Four Commonly Used Methods for Estimation of Sugar in Blood, in collaboration with Mr. Walter Duggan.
- A Study of the Relation between the Amount of Glucose Ingested and the Sugar Content of the Blood at Various Succeeding Intervals in Man, in collaboration with Mr. H. F. Pierce.
- The Development of a Method of Analyzing Data of Physiological Experiments with a View to Increasing the Trustworthiness of the Conclusions Drawn from Them.
- Collection of Data from the Literature Concerning Normal Blood Sugar of All Animal Forms Insofar as It Has Been Reported in the Last Ten Years.

Professor F. B. Flinn has been engaged in a study of the possible hazard involved in the use of tetra-ethyl-lead as an addition to gasoline for use as fuel in internal combustion engines. This investigation deals with one of the most important questions which has come before the industrial hygienist up to the present time. This study has been financed by the Ethyl Gasoline Corporation, the manufacturers of tetra-ethyl-lead. Professor Flinn has also acted in an advisory capacity to the Office of Industrial Hygiene, New York State Labor Board, in connection with a study of the various lead industries of the State. Under Professor Flinn's direction, Dr. W. S. Bean is continuing studies of the effect on blood solids of exposure to various environmental temperatures. Arrangements have been made with the U. S. Navy Department to permit them to board ships making preliminary trial trips in order to make physiological examinations of the boiler room force.

Mr. H. F. Pierce is engaged in a study of collodion membranes of graded permeability and their application to the fractionation of body fluids. In collaboration with Dr. Conrad Berens he has worked on a method for study of fatigue of the ocular muscles. Mr. Pierce has been actively interested in completing the collection of the fund for the establishment of the Wilmer Institute of Ophthalmology at Johns Hopkins University. He is one of the Trustees of the William Holland Wilmer Foundation.

Dr. Aleita Hopping has conducted an investigation of the regulation of heart rate under the conditions of asphyxia and over-ventilation in a series of rabbits and cats: Control of the Heart Rate During Acapnia and Asphyxia, American Journal of Physiology, Vol. 72, Proceedings of the American Physiological Society, p. 213, 1925.

For several years the Department has felt the need of mechanical aids for work of computation. This year we purchased with a part of the accumulation of the Swift Memorial Fund, a calculating machine and an adding machine of the printing type. These have already proved their value. It is a pleasant duty to acknowledge the helpful coöperation of the Bell Telephone Laboratories in the prosecution of the investigation on heart sounds. As in former years, they have made available to the department valuable equipment without which the investigation could not have been carried on. In addition the active collaboration of several members of their engineering staff, especially Messrs. H. C. Snook, H. A. Frederick, D. G. Blattner and H. F. Hopkins during this year is gratefully acknowledged.

Among the events of the year should be noted the visits to the laboratory of Professors W. Einthoven of Leyden and A. V. Hill of London. Professor Einthoven lectured at the College.

DEPARTMENT OF PSYCHIATRY

The outstanding development in psychiatry during the year and one which constitutes an important step in the development of the school was

the agreement between the Joint Administrative Board and the State of New York that brought to the Medical Center the present State Psychiatric Institute and the splendid new Psychopathic Hospital for which the legislature has appropriated funds. The arrangements by which this cooperation has been secured are mentioned elsewhere but, in this place, attention should be directed to the far-reaching influence upon the development of the whole field of psychiatry which this event will produce. Students of the college will have clinical facilities for the study of mental disease not surpassed anywhere in the world and other medical departments will derive great advantages from the addition of a well supported research institute conducted by capable investigators in their special fields of scientific study. The decision of the trustees of the Neurological Institute to join the Medical Center makes it possible to teach neurology and psychiatry with closer cooperation than has yet been possible in any American medical school. The Department of Psychiatry recognizes the obligation placed upon it by these exceptional facilities and plans are being carefully made to bring the teaching methods to the best level of efficiency.

The continued support by the Commonwealth Fund of the Psychiatric Clinic of the Vanderbilt Clinic, the renewed appropriation of \$2500 by the Hartley Corporation and the generous offer of the use of a farm in Dutchess County for convalescent psychoneurotic children have helped greatly in the provision of adequate clinical facilities for the study and treatment of milder types of mental disease and those functional disorders which have been so neglected because they seemed to lie between several different specialties in their scientific interest. The University is indebted to Doctor Marcus B. Heyman, Superintendent and Medical Director of the Manhattan State Hospital at Ward's Island, for continuing to afford clinical opportunities for instruction of the fourth year class.

There follows a list of publications by members of the Department during the past year:

Dr. Isaac J. Furman, Manhattan State Hospital: "Treatment of General Paralysis and Results Obtained in a Series of 500 Cases." (Published in November, 1924, in *Archives of Neurology and Psychiatry*.)

Dr. Mortimer W. Raynor, Kings Park State Hospital: "Remissions in General Paralysis—A Study of Consecutive Admissions of Men to the Manhattan State Hospital from July 1st, 1911, to June 30, 1918." (Published in November, 1924, in Archives of Neurology and Psychiatry. In State Hospital Quarterly in November, 1924.)

"Discussion of the Report of the Committee on the Medical Service of the New York State Hospitals." (Published in November, 1924, in State Hospital Quarterly.)

DEPARTMENT OF PUBLIC HEALTH ADMINISTRATION

Since the report of 1924, the following activities and events have taken place and appear worthy of consideration:

Courses at the College of Physicians and Surgeons and at Teachers' College remain the same. The Summer Session of 1924 constituted the first serious attempt to provide for physicians, nurses, school teachers, social workers and others information and training in various fields of preventive medicine and public health administration. The total registration in these courses amounted to 256 students. All but one of these courses, namely that in Syphilis, will be offered again in the summer of 1925. For the first time, in the winter and spring of 1925, Extension courses have been offered in Public Health under the headings of Insurance Medicine, Community Aspects of Tuberculosis, and Policies and Management of Clinics and Health Centers. These courses in February, March, April and May, have been attended by twenty-seven students and have apparently filled a need and offered opportunities for education to persons who had been unable to get this special training anywhere previously. An additional course not heretofore offered by members of the staff of the Institute of Public Health in Sanitary Science for public health nurses will be offered at Teachers College by Professor Phelps in the academic year 1925-26.

The publication of Studies in Public Health for 1922-23 being Volume I of the completed work undertaken by members of the Department of Public Health Administration, was issued to certain libraries and medical schools, and public health organizations in the fall of 1924. The following articles based upon work done under the Department of Public Health Administration were published during the last year:

Elements of a Complete Mortality and Morbidity Report, American Journal of Public Health, July, 1924.

Epidemiology of Diabetes, Archives of International Medicine, November, 1924.

Five Years' Experience in Scarlet Fever, Diphtheria and Measles at Willard Parker Hospital, American Journal of Public Health, February, 1925.

Studies completed or in progress, but not yet published, include the following:

The Experience with Scarlet Fever, Diphtheria, and Measles at Willard Parker Hospital in 1924, being a supplement to the original article on this subject referred to above.

Non-effective Rate in Day Schools in and about New York.

The Natural History of Diphtheria in New York City since 1866 Based on Vital Statistics.

The Natural History of Chronic Nephritis and Bright's Disease in New York City since 1866 Based on Vital Statistics.

A Clinical Study of the Use of the Anti-Rachitic Principle of Dr. Zucker, Carried out in coöperation with Mulberry House and Judson Health Center in Connection with the Department of Pathology. A Study of the Toxic Effects, If Any, of Tetra-Ethyl-Lead Gasoline, Carried on by Assistant Professor Flinn under the Department of Physiology.

Educational activities of the Department for professional and lay groups outside of the University for the last twelve months have been as follows:

Lectures and addresses to about 12,000 persons, the places outside of New York where these addresses were given being:

Mineola, N. Y.	I	Poughkeepsie, N. Y.	I	Spring Lake, N. J.	I
Toledo, Ohio	I	Dayton, Ohio	3	Scranton, Pa.	2
Brooklyn, N. Y.	I	Swampscott, Mass.	I	York, Pa.	I
Baltimore, Md.	I	Yonkers, N. Y.	I	Philadelphia, Pa.	I
Louisville, Ky.	5	Holyoke, Mass.	I	Suffern, N. Y.	I
Chicago, Ill.	I	Stamford, Conn.	I	Elizabeth, N. J.	I
Detroit, Mich.	2	Columbus, Ohio	I	White Plains, N. Y.	I
Bethlehem, Pa.	I	Cincinnati, Ohio	I	Jersey City, N. J.	I
Portland, Me.	1	Pittsburgh, Pa.	I	Rochester, N. Y.	I

The topics dealt with in these public addresses have been chiefly:

Periodic Health Examinations.

Life Expectancy.

Personal Responsibility for Health Protection.

School Absences on Account of Sickness.

Alcohol and Public Health.

Communicable Disease Control.

The Visiting Nurse and Public Health.

Parental Responsibility for Children's Health.

Cardiac Convalescent Care.

Unsigned articles, editorials and special reviews in the field of Public Health and its relation to social practice have appeared from time to time in the "Survey" during the last year, the most notable contribution of this type being the "Heart Number of the Survey Graphic" issue of November 1st, 1924.

According to a program prepared by the Committee on the Institute of Public Health, the Trustees have approved of the gradual development of the Institute, as follows:

- a. The appointment of Professor Earle B. Phelps in charge of the Department of Sanitary Science with a seat on the Medical Faculty and office at the College of Physicians and Surgeons.
- b. Provision in the budget for an assistant professor of Medicine in Industrial Hygiene, for which position the nomination of Dr. Frank G. Pedley has already gone forward.
- c. Inclusion in the budget of Assistant Professor of Epidemiology, for which position the nomination of Dr. Alton S. Pope has already gone forward.

(These appointments are to take effect in August and September, 1925, respectively.)

d. Preparation for early consideration and, it is to be hoped, for publication in the fall, of a curriculum leading to a degree of Master of Science in Public Health for those holding a degree of Doctor of Medicine, and, under special conditions, for other qualified graduate students under the Faculty of Pure Science.

Activities which are bringing the Institute of Public Health in close contact with practical problems of health administration and social organization, have included personal participation in the preparation for the New York State Census of 1925 through the Cities Census Committee; a revision of the International List of Certified Causes of Death for 1929, through the appropriate committee of the American Public Health Association; a study of the Generalized and Specialized Nursing and Public Health Demonstration in the district of the East Harlem Health Center; preparation for the intensive study in the complete local and district health demonstration in New York City under the Milbank Foundation; continued analysis of the functions of the Willard Parker Hospital for the Medical Board; participation in the continued work on pollution of waters under the Public Health Service (Prof. Phelps); participation in studies under the U. S. Department of Agriculture on purification of oysters (Prof. Phelps).

DEPARTMENT OF SURGERY

There have been few changes in the courses of instruction. The second year course has continued to be the best organized and the best given course. The instruction lends itself better to a program; the animals used in this course are easier to obtain and the dog problem does not enter in to complicate it. Also the type of clinical case used to illustrate the principles of inflammation and wound healing are more regularly and constantly to be found. The custom of the last two years, of taking second year students to the hospital to see the several types of wound healing, has more than repaid the effort of students and instructors. This should be amplified and will be vastly easier when the school and hospital are contiguous. With the follow-up studies in such lesions as tuberculosis, osteomyelitis, tumors and fractures, this part of Second Year Surgery will be made far more interesting and will early instill in the mind of the student the importance of follow-up data in the study and therapy of surgical lesions.

The two outstanding features of the Surgical Service at the Presbyterian have been, first, the contributions of Dr. Penfield following his six months' study in the Cajal Institute in Madrid, where he worked with Rio-Hortega. The fact that he is the first American to study first hand the Spanish methods of neurocytology has given his work since his return deserved recognition and has opened up a field of investigation that will prove of great value. The funds necessary to equip a laboratory to continue this work under Dr. Penfield and establishing a fellowship for three years for Dr. Cone to devote his entire time to this subject have been promised. This opportunity should bring brilliant results to the School, both because of the qualifica-

tions of Dr. Penfield and Dr. Cone and because it is to be a joint effort on the part of the Departments of Pathology and Surgery. Dr. Penfield had several requests from other Universities to take Ph.D. candidates and postgraduate students for special instruction in these newer cytological methods.

The second distinct addition to the Hospital Surgical Service has been the appointment of Dr. Meleney to our Staff. Because of the interest in the relation of Bacteriology to Surgery, a grant was made by another friend of the Hospital, at Dr. St. John's request, to provide for the full-time services of a surgeon qualified to carry on bacteriological investigations in surgery. Dr. Meleney, since his graduation from P.& S., and during his stay in the Peking Medical School, has been actively engaged in the study of the streptococcus. His original observations on hemolytic streptococcus gangrene were among several contributions made while in Peking. Only recently his investigation of a rather sudden sporadic outbreak of wound infections, focusing our attention on the role of hemolytic streptococcus throat carriers among operators and nurses, has demonstrated the value of having a bacteriologist on our Attending Staff, thoroughly familiar with both bacteriological and surgical technique.

Bellevue Hospital

The work of the First Surgical Division at Bellevue Hospital has continued with little change. As before, the Division assumed the teaching of one-half of the members of the fourth year class, Dr. Berry continuing in active charge of their work as clinical clerks. In addition Dr. Lambert has given a course in the surgery of the chest—including lectures, demonstrations and operative clinics—to the third year class. The unit histories have been of increasing value in the teaching, and as Dr. Whipple suggested, have been used to a much greater extent as texts by the students. With the assistance of Dr. McWhorter and Dr. Vance, increasing emphasis has been laid on surgical pathology, and Dr. Vance has been most helpful in demonstrating traumatic conditions from the large number of autopsies performed by the Medical Examiners.

In addition to his review of the cases of chronic appendicitis, Dr. Hooker, with Dr. Grace, has been studying the fracture work of the Division in connection with the survey of the treatment of fractures inaugurated by the American College of Surgeons. Dr. Lambert has continued—with increasingly satisfactory results—his study of the operative treatment of chronic pulmonary tuberculosis and other chronic pulmonary conditions, working as before in close collaboration with Dr. Miller. Dr. McCreery and Dr. MacGuire have continued their studies of gastric and biliary tract disease, and in addition the latter has commenced a review of injuries of the knee joint. Dr. Cunningham has continued his clinical and pathological investigation of vascular lesions with interesting results.

There follows a list of publications by members of the Department during the past year:

Abrahamson, H. A.: Electrophorosis of Lymphocytes, Journal of Experimental Medicine, Vol. 4 C-I, No. 4.

Visualization of the Gall Bladder of the Dog by Roentgen Ray, *Proceedings of the Society for Experimental Biology and Medicine*, 1924, xxi, pp. 407-409.

A Possible Relationship between the Amount of Injury and the White Blood Cell in Inflammation, American Journal of Medical Sciences, May, 1924, Vol. cl, 4011, p. 702.

Bancroft, Frederic: Clinical Deduction Following a Study of Bone Repair, New York State Journal of Medicine, September, 1924.

Bauman, L.: Results Obtained with the Phenoltetrachlorphthalein Test of Liver Function, Surgery, Gynecology and Obstetrics, March, 1925, pp. 411-414.

Bull, D. C.: Results Obtained with the Phenoltetrachlorphthalein Test of Liver Function, Surgery, Gynecology and Obstetrics, March, 1925, pp. 411-414.

Colp & Louria: Liver Function and Intestinal Obstruction, Archives of Surgery, March.

Cunningham, Wm. F.: Raynaud's Disease, Pathologic Entity. Report of a Case Following Leriche Operation. *Journal of the American Medical Association* (in publication).

 Grace, Roderick V.: Rupture of the Bladder, Annals of Surgery, lxxi, 1007.
 Hibbs, Russell A.: Fracture Dislocation of the Spine Treated by Fusion, Archives of Surgery, May, 1922, Vol. iv, pp. 598-623.

A Report of Fifty-nine Cases of Scoliosis Treated by the Fusion Operation, *Journal of Bone and Joint Surgery*, January, 1924, Vol. v, No. 1, pp. 3-34.

Surgery of the Spine, The Journal of Industrial Hygiene, December, 1923.

Von Lackum, H. L.: The Lumbrosacral Region; An Anatomic Study and Some Clinical Observations, Journal of the American Medical Association, April 5, 1924, Vol. 82, pp. 1109-1114.

Lambert, A.V.S., and Miller, J.A.: Lung Abscess, Transactions of American Physicians.

MacGuire, Constantine, Jr.: Dislocation of Knee with Rupture of Anterior Crucial Ligament; Femoral Arterio-Venous Aneurism; Multiple Cysts of the Liver, Annals of Surgery, Ixxi.

McCreery, John A.: Gangrene of the Common Bile Duct, Annals of Surgery, lxxi, 548.

Meleney, Frank L.: Viability of Hemolytic Streptococcus in Certain Solutions Containing Gelatin. *Journal of Experimental Medicine*, 39, 811-825, June, 1924.

Comparative Method for Testing the Enzymes of Living Hemolytic Streptococci; Lipase. *Journal of Experimental Medicine*, 40, 233-252, August, 1924.

Hemolytic Streptococcus Gangrene, Archives of Surgery, 9, 317–364, September, 1924.

The Action of Acriflavine on the Blood and Certain Tissues of Rabbits with Particular Reference to Hemolytic Streptococcus Septicemia, *Journal of the American Medical Association*, 84, 337–343, January, 1925. Thromboangitis Obliterans, *Annals of Surgery*, Vol. 81, pp. 976–993, May, 1925.

Penfield, Wilder: Meningo Cerebral Adhesions, A Histological Study of the Results of Cerebral Incision and Cranioplasty. Surgery, Gynecology and Obstetrics, December, 1924, 803-810.

Microglie et Son Rapport avec la Degeneration Neuroglique dans un Gliome, Travaux du Laboratoire de Recherchez Biologiques de l'Universite de Madrid, 1924, 22, 277-293.

The Cranial Subdural Space, *Anatomical Record*, 1924, 28, 173-175. Oligodendroglia and Its Relation to Classical Neuroglia, *Brain*, 1924, 430-452.

Microglia and the Process of Phagocytosis in Gliomas, American Journal of Pathology, 1925, 1, 77-89.

Penfield, Wilder, Cerebral Pneumography, Archives of Neurology and Psychiatry, May, 1925.

Smith, A. DeF: A Study of Autopsy Specimens of Fused Spines and of Cases Subjected to Secondary Operation, *Journal of Bone and Joint Surgery*, July, 1923, Vol. v, No. 3, pp. 507-527.

The Early Diagnosis of Joint Tuberculosis, The Journal of the American Medical Association, February 14, 1925, Vol. 84, pp. 499-501.

St. John, F. B.: Study of Hemorrhage with Gastric and Duodenal Ulcer. Paper read at the Meeting of the Medical Society of the State of New York, May 13, 1925. Observations on Massive Collapse of the Lung. Paper read at Meeting of Local Surgeons of the Great Northern Railway Association, June, 1925.

Papers were read at the following meetings by

Whipple, Allen O: Subphrenic Abscess, Springfield Academy of Medicine, Springfield, Mass., January, 1925.

Surgery of the Colon, Metropolitan Medical Society, New York, November, 1924.

Clean Arthrotomies with and without Immediate Mobilization, Hospital for Joint Diseases, N. Y., March, 1925.

Surgical Therapy of Purpura Hemorrhagica, American Medical Association, Atlantic City, 1925.

Subphrenic Abscess, Nassau County Medical Society.

Purpura Hemorrhagica, Bergen County Medical Society, Hackensack, N. J.

History of Medicine as Related to the Undergraduate, Opening Address, College of Physicians and Surgeons, September, 1924.

Respectfully submitted,

WILLIAM DARRACH, M.D.,

Dean

June 30, 1925

SCHOOLS OF MINES, ENGINEERING AND CHEMISTRY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1925

To the President of the University

SIR:

I have the honor to submit to you the following report on the work of the Schools of Mines, Engineering and Chemistry in the academic year just closed.

The annual reports regularly made to the Dean at the close of the year by the several Engineering Departments present in interesting detail those features of the year's activities that seem most conspicuous and significant to the members of the teaching staff. While it is difficult to condense these departmental reports and while they are too long to print in full, it is appropriate to abstract them very briefly to form the background of this report.

The Department of Chemical Engineering notes that eleven students were graduated with the degree of Chemical Engineer. six with the Master of Arts degree and four with the degree of Doctor of Philosophy. Reference to developments in courses and methods of instruction is illustrated by a "flow sheet" of the present chemical engineering curriculum, showing graphically the relations and interconnections among the courses of study in the curriculum. Beginning with the preparation in scientific studies prescribed for admission, the "flow" of the curriculum is exhibited as proceeding in three main channels: courses in strictly chemical engineering subjects; courses in chemistry; courses in engineering other than chemical engineering. This Columbia chemical engineering curriculum is one that is frequently referred to in discussions in the columns of journals in this field, usually with appreciation, sometimes with adverse criticism, as to this or that point. It is certainly a conspicuous program of chemical engineering education and the department intends to keep it at the highest standard.

The tendency in chemical engineering instruction to formulate instruction in terms of basic and discrete operations or processes, rather than in terms of the raw materials or of the product, is indicated in the change of title of the course "Chemical Factory Machinery" to "Basic Operations—Theory and Equipment." Since extensive instruction in chemical engineering is of recent origin, there is still need of emphasis upon the distinction between courses of instruction of the type that set forth, for example, "how sulphuric acid is made" and courses of the type that analyze and compare fundamental operations, and the machinery or apparatus used for them, throughout the range of applied chemistry. It is in fact the latter conception that has given rise to "chemical engineering" as distinguished from "applied chemistry."

Research in the Department of Chemical Engineering has proceeded to the limits of accommodation of the workers in the present laboratory. A unique piece of work for the Metropolitan Museum of Art was done by Professor Colin G. Fink and Mr. Charles C. Eldridge in solving with remarkable success the problem of restoring badly corroded ancient bronzes, and related problems. The Metropolitan Museum of Art has, for the benefit of all museums, published the results in a booklet.

The Chandler Chemical Museum was started nearly sixty years ago by Professor Charles F. Chandler, and for almost half a century he was himself diligent in building it up. He brought to it whatever seemed to him desirable for the exposition of chemical principles, or of interest in the development and achievement of industries, more particularly from the chemical aspect. The sum of his personal contributions is large, for he did not hesitate to buy unique specimens regardless of cost and to pay for them out of his own pocket. In time the magnitude and scope of the Museum became such as to make it necessary to abandon the original plan of showing every raw and intermediate material required for each product. Constant repetition of jars of heavy chemicals took up too

much room. The method adopted later was to show the products themselves, and even for this there was hardly space.

The Museum, while now large and very crowded, has suffered since Professor Chandler's retirement about a dozen years ago, from lack of that solicitous care which he bestowed on it. Some of the material has become obsolete for museum shelves, and is being removed as the work of recataloguing slowly proceeds. Some specimens are without number or labels. Other accessions have not been registered. Against this the collection contains many specimens of great scientific or historical interest.

Since taking charge a year ago as Curator of this Museum, Dr. Ellwood Hendrick has undertaken to get well under way a proper cataloguing of the exhibits and has brought in many new exhibits. His presence in the Museum has stimulated interest in it and in its possibilities as an active factor in the University.

A special display of fertilizer materials has been planned. To secure the exhibits themselves involved no difficulty. But to make it clear why these materials are used, what the function of each is in plant metabolism, seemed impossible in the usual process of labeling. Accordingly it appeared best to get the information together in a booklet for the benefit of students of agriculture, visiting farmers, horticulturists and lovers of gardens who might use the Museum, so that they may obtain a fuller sense of the significance of the exhibits than they could otherwise gain. The booklet is now in preparation, and it is hoped to have it in print during the coming academic year.

It is planned also to prepare monographs concerning other displays couched in the simplest language, all with the purpose of making outstanding exhibits of interest to students and others who visit the Museum.

The Department of Chemistry reports in detail the scientific work accomplished in the year and the activities of its staff. The report can hardly be abstracted; its simple but necessarily long statement of the things that are being done by the staff and students make very evident the reason why, despite overcrowded laboratories, advanced students of chemistry have continued to come here in greater numbers than go to any other place in this country. Happily the new building now approaching completion will double the floor space available for the use of this department.

Again in the past year the Testing Laboratories of the Civil Engineering Department have done a larger amount of work than in any previous year. These laboratories respond to the public demand for scientific tests of materials and structures made under the competent and impartial direction of a university department. They function not as a competitor of commercial testing laboratories, but as supplementary to them. Tests that involve the adaptation of methods to new problems and routine tests that are connected with research on a wide variety of problems form the special field of activity of the Testing Laboratories. The outcome of the wise management by the Civil Engineering Department and the untiring effort of those members of the department directly engaged in the conduct of the laboratories is the establishment of the present high reputation of the reports from the laboratories and the building up of a steadily increasing net income from the fees for tests. The accumulated net income is set aside from time to time into a fund for the purchase of new equipment. New apparatus to the value of more than four thousand dollars was purchased this year, and ten thousand dollars of accumulated net income was set aside as an equipment fund for the future. At the same time the laboratories have been able to finance research investigations, particularly one on the failure of concrete masonry from obscure causes, which is being conducted in cooperation with a number of railways.

The Testing Laboratories are at the same time the laboratories used for instruction in strength and testing of materials. Students have opportunity to see and, in fact, take great interest in the testing and research work that is going on in the laboratories. Unfortunately, the Testing Laboratories are cramped for space and for this reason have to turn away some of the most important work offered them. The value of their work is proven, its appreciation by the public is attested in the steadily increasing income, and suitable quarters should be provided for the growth of this most worthy university enterprise.

The Department of Electrical Engineering reports the largest number of students it has had in many years and resultant heavy work for the teaching staff. Professors Morecroft and Hehre have completed and published the second and third volumes, "Electrical Circuits and Machinery" and "Experiments on Electrical Circuits and Machinery" of their series of three books on electrical engineering which embody the results of their experience in class room and laboratory teaching. By purchase and gift, the department has acquired much new apparatus. A gift interesting in its conception is that made by the American Telephone and Telegraph Company, for the purpose of interesting students in electrical engineering in the importance of problems of electrical communication, of a model 300 mile transmission line, apparatus for measuring small inductances and capacities at high frequencies, an amplifier voltmeter and milliammeter, and a vacuum type oscillator giving frequencies from 100 to 50,000 cycles per second. The American Telephone and Telegraph Company has given similar sets to a number of the other leading electrical engineering schools.

The Department of Industrial Engineering in its report discusses chiefly the results of a new method of instruction introduced into two courses given by the department. A course on Industrial Engineering Problems given to first year students has been conducted in coöperation with the following industries:

- 1. Corn Products Refining Company
- 2. De La Vergne Machine Company
- 3. Liberty Yeast Corporation
- 4. J. G. White Engineering Corporation
- 5. The Virginian R. R.
- 6. The Bankers Trust Company
- 7. The American Surety Company
- 8. The Hudson Insurance Company

- 9. The New York Steam Corporation
- 10. The Bell Telephone Laboratories
- 11. The S. K. F. Industries

In almost every instance the President or Executive Vice-President instructed the class on the problems encountered in the organization and management of the industry. The students presented reports on these conferences which were discussed in class. These conferences were held at the offices of the companies and the students presented reports on them which were discussed in class with the professor in charge.

Similarly the course given for third year students on the subject of Plant Layouts was conducted in coöperation with the following firms:

- 1. Niles-Bement Pond Company
- 2. Perin and Marshall, Cons. Engrs.
- 3. James Cox, Cons. Engr.
- 4. Kennedy & Van Saun, Cons. Engrs.
- 5. Sturtevant Mill Company
- 6. American Car and Foundry Company
- 7. Liberty Yeast Corporation

Students in this course were also instructed at the offices of the firms on the layout of specific engineering projects. The students' own designs were supervised by the engineers of the companies who gave the instruction. It is proper to express here on behalf of the Engineering Schools our thanks to the firms which so kindly entered into this coöperation.

The report of the Department of Mechanical Engineering directs attention to the systematic manner in which the subjects of the courses in this department are worked out into "course specifications." A typical example is the specifications for the course on Gas Power, or Internal Combustion Engines, M. E. 152-184. These form an eighty page book of mimeographed sheets containing a list of topics for each class room period; list of assignments in required text books for each period; references to recommended text books for each period; list by topics of professional reference books; the same for professional journals; reference lists for each period of from two to forty papers in the professional literature; list by subjects

of commercial or manufacturers' literature and catalogues; list of reports required of the student; necessary instruction sheets for each report. The whole forms a most valuable outline and bibliography on the whole subject of internal combustion engines, not available from any other source, and constitutes a large program of study for the student even after he has gone out from the school. It is a guide that would be of equal value to any practicing engineer desirous of working up the subject. The department recommends that such course specifications, which are in use in each of the courses of instruction offered in mechanical engineering, be made available to the interested public, freely if possible, through the University Press. The recommendation is a sound one.

The current announcement shows two options under Mechanical Engineering, one the Standard Machinery Option, the other the Public Utilities Power Option, which means in effect central station power involving large central generation, public distribution and interconnection of stations, including steam and hydroelectric and also oil engines as accessories and standbys. The officials of the National Electric Light Association, which is the chief organization representative of this sort of activity, have promised active cooperation in providing competent expert lecturers for subjects in this course that can not be treated in an authoritative manner by any one not engaged in the business. The provision of other options is planned, the next one being an Automotive option, for the training of engineers for the great automotive industry. On the grounds of real necessity a Research option should be provided under which stress would be laid not upon an industrial division of mechanical engineering activities, but upon the phenomena involved in machinery and machinery processes to the end of training men for mechanical engineering research in the discovery of new principles to be incorporated in machinery, and in the analysis of faults in existing machines and their correction, regardless of the purposes of the machines or apparatus. This offering must, however, await the acquirement of new laboratory space and equipment.

The Department of Mining and Metallurgy reports an active year in investigations completed and in progress in ferrous and nonferrous metallurgy and metallography and in ore dressing problems. Professor Campbell and his students have worked on the annealing of gray cast iron, and on the heat treatment of special bronzes and brasses. Professor Kern and Mr. Hale with students have investigated the use of sulphite residue in the electrolytic refining of lead, zinc, tin and copper, the electrolytic refining of lead tin alloys containing copper, antimony and arsenic, the use of aluminum in the refining of base bullion, the treatment of complex zinclead alloys by the use of bromine solutions, thermal equilibrium diagrams for ternary systems of sulphides and the corrosion of iron-nickel alloys. Professor Taggart and Mr. Gaudin have, in the ore dressing laboratory, been engaged in studying the action of magnetic separators on certain ores, and in an investigation of the methods of sizing analysis. The laboratories have been able to accommodate certain investigations for individuals or firms which have resulted in the acquisition of new equipment for the laboratories. Important additions to the laboratory equipment have been made through purchase or by gift. The chief acquisitions are a motor generator set to furnish alternating current for electric furnaces, a Booth electric furnace, several pyrometers and a mechanically operated roasting furnace. The Mining Museum received from the Braden Copper Company two valuable models showing the recent operation in the Braden mine. The ore crushing equipment of the ore dressing laboratory is being entirely remodeled with the addition of new jaw and gyratory crushers and accessory equipment.

Professor Peele, the senior Professor of Mining, by insisting upon applying for retirement, closes with this his thirty-third year of academic service, a long and distinguished university career. Fortunately for the University and for the mining engineering profession, Professor Peele's retirement does not mean that his prodigious knowledge of mining engineering and his powers of straight and orderly thinking, of clear and forceful expression and scholarly discrimination will be

withdrawn from activity. For the present Professor Peele will continue to work in his University office on a full revision of the great handbook of mining engineering that bears his name.

To find or to raise up a successor to Professor Peele will not be an easy task. A man is required who has had successful professional experience and who has the temper of mind and the communicable zeal of the teacher and the investigator. Among our graduates we find a few such men and it is our hope that very soon the appointment of one of them to take up the work that Professor Peele lays down may be announced.

Another retirement that we regret to have to record is that of Lea McIlvaine Luquer, Associate Professor of Mineralogy, who has felt it necessary, after a year's leave of absence, to ask for retirement for the sake of his health. Professor Luquer leaves a record of thirty-five years of admirable teaching of his subject which will be gratefully remembered by the large number of students that have come under his instruction. It is pleasant to be able to state that Professor Luquer has already gone far toward regaining his health and strength.

The tendency to overload the engineering student with hours of class room and laboratory work is one that is well recognized by all who have to do with the framing of programs of study in engineering schools. It is a tendency which it is easier to deplore than to correct. The recent action of Trustees of the University in increasing the tuition fee from eight dollars to ten dollars a point, which is an hour a week for one winter or spring session, has had a reaction favorable to the view of those who hold in favor of leaving the student free from scheduled attendance a considerable portion of the day. The tuition in the Columbia engineering courses has been pretty high; higher in fact than in any other school. Consequently, the faculty felt that the engineering student could not stand the flat increase of twenty-five per cent in tuition. The way was open to keep the tuition expenses at a reasonable limit by decreasing the number of points in the curriculum. This was done by decreasing the number of scheduled class periods and by an adjustment of the points allotted to laboratory periods, in such a way as to have the number of points in any curriculum not go above thirty-five for the winter and spring sessions together, thus maintaining the total tuition fee at or below \$350. It seems to be the opinion of the majority of the faculty that this somewhat compulsory reduction in scheduled hours will be distinctly advantageous educationally.

Announcement was made last summer of the new four year curriculum leading to a Bachelor of Science degree, the first two years and one summer session corresponding closely to the regular three year pre-engineering course in Columbia College, the latter two years corresponding to the first two years of the regular three year program of study in the Schools of Mines, Engineering and Chemistry in any one of the branches of engineering. Since this announcement could not be made until the summer, little effect on the plans of students entering Columbia College last September could be expected, yet one out of six of the students entering the pre-engineering course in Columbia College did elect to go in for this B.S. course instead of for the three-year preengineering course and candidacy for the A.B. degree. It is to be expected that this B.S. course of four years, with the opportunity of obtaining our highest engineering degree in one more year, will attract an increasing number of students. The emphasis which Columbia University has put on the better education of engineers seems to have made the impression upon some that it is six years or nothing at Columbia. Publicity given to this four year B.S. course will serve to create a correct understanding of the fact that there is offered at Columbia a program of studies strong in the fundamental elements of an education, general, scientific and professional, without hurried specialization, that the student may confidently proceed upon as far as he may find desirable in his own case.

Among the graduating classes of recent years, none stands higher in its record of academic performance and promise of professional achievement than the class of 1925. Ever since the group of men in this class began to take form as pre-engineering freshmen in Columbia College six years ago, it has stood out as a group of fine personalities and good students. Graduating at a time when the demand for really well educated and able young engineers is strong, they have quickly found employment and gone to work. There is a demand for a much larger number of engineering graduates of the high type so well represented in this class. As the matter has been put on several occasions by officials of corporations employing large numbers of engineers, there is great need of "a larger number of engineering graduates who stand in the first half of their class." There seems good evidence for the belief that through the longer course of training and the closer selection consequent upon it, a fraction well over fifty per cent of the number of men graduating from the Columbia Engineering Schools will meet the standard referred to above, the rating being of course not simply on academic performance, but also on those qualities of character and personality that largely determine the value of any man.

After full investigation by a special board, of the question of the continuation of the U.S. Navy Postgraduate School at Annapolis, which sends its students for one year of advanced work to Columbia and other universities, it was decided to continue the Postgraduate School at Annapolis. The group of Navy officers who came to Columbia last year after a year's study at Annapolis was composed of 20 studying electrical engineering and 15 studying mechanical engineering. In a modern navy, it is obvious that the design and operation of vessels of all kinds call for expert engineering skill. This the responsible heads of the Navy have recognized as being best developed by bringing young men who are to be the engineering officers of the Navy in contact with the best civilian instruction in this field. It is a matter of much satisfaction and pride to the Columbia Schools of Engineering to be able to have its part in the education of these officers of the U.S. Navy.

The comprehensive study of engineering education in all its aspects which is proceeding under the direction of a Board

of Investigation and Coördination established by the Society for the Promotion of Engineering Education, with a central office supported by a grant of \$108,000 from the Carnegie Corporation, has made great progress in the first stage of the undertaking, which is the fact-finding stage. From the beginning the purpose has been to let this investigation be made by the engineering colleges themselves, with the central office in New York to handle the general statistical work and coördinate the effort of special committees, faculty committees of schools and committees of coöperating professional societies and industrial organizations. meeting of the Society, there was presented a great amount of statistical information as to the facts regarding the students who enter engineering schools; for example, as to their family background and their school training; information as to graduates, what they are doing, what they think their engineering course has meant to them, how they think it might be improved, what their earnings have been, what systematic study they have engaged in since graduation; similar information as to former students who did not continue to graduation: and numerous other studies. In the main it may be said that the results conform to what the general impressions of well informed persons have been as to engineering education, but knowledge is now made much more definite and exact, and many rather unsuspected facts appear.

A faculty committee appointed at the January, 1925, meeting of the faculty has been in charge of the cooperation of the Columbia University Engineering Schools in this important educational investigation. So far its local contribution has been confined to the collection of information as to entering students and assistance in a study of the salaries of engineering teachers, but the committee has recommended to the faculty that a questionnaire be sent to all graduates and former students for the purpose of collecting information as to the alumni of the Schools of Mines, Engineering and Chemistry as full and complete as any school has for its alumni, and contributing this information in statistical form to the Society for the Promotion of Engineering Education investigation.

The faculty approved this recommendation and action only awaits the necessary funds. An excellent opportunity is offered here for alumni coöperation, which is promised by the officers of the Alumni Association.

In my report for the previous year, attention was directed to a report by the Mechanical Engineering Department on the great need of a mechanical engineering laboratory that by serving this great community could approach the ideal of a university laboratory in this branch of engineering. At a President's House conference in January, Professor Lucke and his colleagues of the Mechanical Engineering Department presented the ideas and ideals of such a laboratory, worked out in detailed plans and drawings, to the Committee on Education of the Trustees, the Committee on Instruction of the Faculty and other interested members of the University invited to the conference. The creation of laboratories of mechanical engineering, to cooperate with industries in the development and testing of machinery and mechanical processes, is conditional first of all on the acquirement of a site. After the conference, Professor Lucke was requested by the Committee on Education of the Trustees to make further report on available sites. More than one suitable site, within reasonably easy access from the University, has been found to be available if funds for purchase or lease can be found before the sites are used for other purposes.

The construction of the two new laboratory buildings primarily for chemistry and physics has proceeded rapidly. The addition to Havemeyer Hall will add a modern chemical laboratory of greater capacity than Havemeyer Hall itself, at once more than doubling the working space for instruction and research in chemistry. The frame work of the Physics building with its twelve stories, basement and attic, towers high above all the surrounding buildings and gives already a sense of its great size. This building can provide laboratories for work in physics in the widest sense, including much of the research work in engineering fields that is of the nature of applied physics, and the availability of such laboratories as this building and the new Chemistry building are to contain,

augments greatly the material equipment of the Columbia Engineering Schools. Both these buildings have been planned after a careful study of the best existing laboratories and will exemplify what is believed to be the very best type of construction and equipment for the purposes of research and instruction in physics and chemistry. They constitute the first addition of building space to be occupied by the physical sciences, pure and applied, since the construction of the School of Mines twenty-one year ago, but these two new buildings are so large as nearly to double the floor space available in the University for the physical sciences and engineering. Barring unforeseen interruptions of construction, they will be ready for occupancy in the spring of 1926.

Respectfully submitted,

GEORGE B. PEGRAM,

Dean

June 30, 1925

FACULTIES OF POLITICAL SCIENCE, PHILOSOPHY AND PURE SCIENCE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1925

To the President of the University

SIR:

As Dean of the Faculties of Political Science, Philosophy and Pure Science, I have the honor to submit the following report for the academic year ending June 30, 1925:

The total registration under these faculties, including the Summer Session of 1924 and students registered primarily under other faculties, was 2,976, as against 2,635 for the preceding year. The registration for the Winter and Spring Sessions alone was 2,264, as against 1,905. The number of new students was 1,012, as against 930. The number of degrees conferred was as follows: Master of Arts 515, as against 496; Doctor of Philosophy 143, as against 137; Doctor of Law I. It is worth noting that the University conferred the degree of Doctor of Law (Doctor Juris) at Commencement for the first time. The dissertation of the candidate, Frank I. Schechter, on the "Historical Foundations of the Law Relating to Trademarks" has been printed by the University Press in a manner to delight the lovers of books and has received flattering notice in the reviews. The dissertation of Thomas F. Carter, the first candidate to receive the doctor's degree in Chinese, on the "Invention of Printing in China and Its Spread Westward," has also been printed by the University Press. It is a work of exceptional scholarly merit and has been presented to the public by the Press in a form beautifully befitting its theme and its learning.

The character of the academic body comprising these faculties and the students registered under them, is a matter

calling for deliberate attention. I have referred to it in other reports and developed it in some detail in a paper read before the Association of American Universities last October. admission requirements to what we have come to call the "graduate school" in our universities, give us a student body made up of college graduates, but the scholarly equipment of these students does not, as a rule, represent an adequate preparation for thoroughly advanced work and research. represents commonly a desire for further study or a recently awakened interest in some subject. The graduate school has been forced, consequently, to combine with its interest in scholarship and research an interest in education also. It is this combination which defines its obligations and its problems. It must provide on the one hand an opportunity for students to supplement or broaden their education and, on the other, see to it that its degrees represent scholarship and research. With a growing registration of the kind we have witnessed in recent years, there is constantly increasing pressure to enlarge departments and multiply courses of a preparatory kind in order to meet the needs of students. This pressure can not be avoided if the university is adequately to meet the expectations which its position in our society arouses. The demand for more education, whether made by college graduates or others whose matured or awakened interests inspire it, is a demand which our universities ought to meet and which has fallen in large measure on the graduate school. The pressure thus exerted must be constantly and watchfully balanced by increased emphasis on the advancement of learning. If the graduate school is to be also a place of real research, there must be in it professors and students absorbed in little else, and its degrees should represent that attained scholarship which implies a broad education rather than be simply the recognition of further successful study.

To the problem that thus emerges—that of properly caring for students and properly caring for subjects—we need to be keenly alive, for the pressure from the students is now in the ascendent. The majority of them enter the graduate school for other than scholarly motives. I do not imply that these motives are not laudable. I imply only that very many students would not be here at all, if university study and degrees were not to their social or professional advantage. Yet I must confess that the motives are often regrettable. worship of academic degrees has unfortunately become a form of educational idolatry. I once received a request from a college president for two "Ph.D. professors," and on inquiring what they were expected to do, was informed that that was a matter of indifference. In too many places in our educational system, the possession of a degree is too often regarded with higher favor than the possession of ability. This we have little power to change, but it constitutes a pressure which is more easily evaded in words than in practise. That is why it is so important to be keenly alive to the situation in which we are placed. We have gone very far in our provision for students. And here, at Columbia, we can go as far as is needed through the wise utilization of the resources of University Extension. These, I think, should be more effectively developed in the direction of continued and supplementary education, while the resources of these faculties should be more concentrated in the interest of scholarship and research. We are in a favored position to work out a good division of labor in this regard and ease the burden which is increasingly felt by these faculties of combining the scientific development of their subjects with provision for the educational needs of their students.

For the better organization and encouragement of research, an important provision has been made during the current year. By action of the University Council at its February meeting, there was instituted a Council for Research in the Social Sciences which brings together for coöperation and mutual inquiry the several departments and agencies in the University which are interested in the bases and mechanisms of human living. The new organization should be an effective supplement to the researches normally undertaken by individuals, departments and faculties. It should also serve to bring greater unity and coöperation into an enterprise which is apt to suffer unnecessary dispersion in consequence of our

departmental and faculty divisions. It is the outcome of a conference on the social sciences at the President's House two years ago and of subsequent meetings of interested individuals. Already several researches have been approved and work upon them begun. These have been supported in part out of the special research fund of the University and in part by a generous subsidy from the Laura Spelman Rockefeller Memorial. The gift of the Memorial has made it possible to plan at once for two important inquiries which will extend over a period of years. The Council is, however, in need of increased funds for the work it has planned. The laboratory of the social sciences is not something which can be housed in a university building. It is society itself. Studies must be made in the field, either directly or by the assembling of materials already available in consequence of direct study. There is need of much new and renewed exploration. All this involves an expenditure of money much in excess of what the University has normally at its command for the maintenance of its established departments in the social sciences. The new enterprise it has undertaken should commend itself heartily to those who are alive to the present importance of disinterested and scientific inquiry into the factors which determine the character of our civilization.

I acknowledge with very great satisfaction the continuance and enlargement by the Trustees of the Special Fund for Research. During the current year support for individual researches has been given in Anthropology, Botany, Chemistry, Economics, Geology, History, Music, Psychology, Sociology, Statistics and Zoölogy. Provision was made for an inquiry into the teaching of economics in college. Some special research apparatus was opportunely secured for the Department of Psychology. Additional papyri were purchased for the collection of Professor Westermann. During the year there appeared three important publications which this fund helped to make possible: the second volume of Studies in the History of Ideas by the Department of Philosophy; The New England-Acadian Shore Line, by Professor Douglas W. Johnson; and the new and much enlarged edition of

The Cell in Development and Heredity, by Professor E. B. Wilson. Another volume is in the hands of the University Press and is the outcome of researches on the papyri which have been purchased for Professor Westermann.

The number of University Scholarships assigned to these faculties has been reduced and the stipend for University Fellows increased from \$750 to \$1,500. This action of the Trustees was the outcome of an examination of the current system of scholarships and student aid generally, in the light of existing conditions. The situation has been much improved by it. It is far more important for the work of these faculties to maintain fellowships of a high grade and attractive character than to provide for scholarships which are in effect only substitutes for tuition charges. The requirement that University Fellows devote their whole time to the prosecution of their studies has been rigidly enforced. But with a stipend of only \$750, such a requirement operated to exclude from the competition those students whose resources needed supplementation by outside employment. We found that many of our best students were not entering the competition because they could not afford to do so. The change now made has restored the competition to something like the activity which was common when the fellowships were first established. The position of University Fellow is now as it should be, one of dignity and independence.

The income from the Cutting Travelling Fellowship Fund has, fortunately, returned to something like its original amount. It has enabled us to appoint for the next academic year five fellows who will go abroad for advanced study in Music, History, English, Romance Languages and Law. The work of the Cutting Fellows during the current year has been particularly gratifying. Mr. Horace L. Friess spent a profitable year, for the most part in Germany, visiting the universities, particularly Berlin, Freiburg and Göttingen, and making a study of the philosophical movements current in the Germany of today. He will return to the University to resume his teaching in the College and to offer advanced courses in German Philosophy. Mr. John H. Johnson spent

the year in England studying the administration of the new property laws. He received a hearty welcome, particularly from Sir Benjamin L. Cherry of Lincoln's Inn, Conveyancing Council of the Court and principal draftsman of the new Law of Property Acts, who received Mr. Johnson in his own office and gave him every facility for the prosecution of his studies. Mr. Johnson will return to the University to lecture on property in the School of Law. Mr. Ralph DeL. Kronig, who had shown here exceptional ability in physics, continued his studies at Copenhagen and Göttingen. He will return to the University next Spring Session as Lecturer in Physics. Mr. Henry C. Sprietsma spent the year in France, where he will probably remain for another year. He has been active in research and writing and has sent to the University interesting library material including a collection made by himself of the notices which appeared in the French papers and periodicals on the death of Anatole France. These fill two large volumes.

On the recommendation of the Joint Committee on Graduate Instruction, the University Council at its February meeting restricted the affiliations of these faculties with neighboring institutions to those with which the University by special arrangements, has joined in common educational undertakings. For a number of years the University has extended to students registered in certain institutions situated in or near the city, the privilege of registering under these faculties also, without the payment of tuition charges and with the option of offering some of their work in their own institutions in part fulfillment of the requirements for a university degree. A privilege of this kind, although generous in intent, is obviously unfair in the discrimination it involves. It gives to students solely by virtue of their registration elsewhere advantages which students registered exclusively here can not enjoy. These advantages, moreover, are relevant neither to the abilities of the students nor the scholarship requirements for a degree. The administration of the privilege has been disorderly and has frequently involved problems for which no really equitable solution could be found. So far as proper recognition of work done elsewhere is concerned, provision is made in the regulations which govern all students without discrimination. There has consequently been no injustice done by the abolition of the privilege. The affiliations that remain are of a different sort from that which formerly prevailed. There is no exemption from fees and there is close educational coöperation with the institutions involved. I should add that the recommendation of the Committee was made only after a thorough study of the whole situation and after due notice by the Trustees to the institutions with which affiliation was discontinued.

The death of Professor Henry A. Todd deprived the Department of Romance Languages and Literature of one of its leading scholars, and the University of one of its oldest and most loval members. The work he had built up here could not be properly cared for simply by appointing a successor. Individuals can rarely be replaced. In this emergency the Department has wisely made a temporary reorganization of its plans which will be tried out during the next academic The visiting professor from France will no longer be assigned exclusively to this Department, but the position will be made a university position at large to be filled by able scholars from France irrespective of any particular department. This will undoubtedly better serve the purposes of this professorship than the arrangement hitherto prevailing. It is desirable, however, to restore the former practise in the Summer Session. It is then that we can expect at the University not only candidates for degrees but also teachers from many parts of the land. It is through contact of these teachers with French scholars in their own field that the best results of the former type of assignment can be secured. Our experiment of a few summers ago has abundantly proved this. should be repeated as frequently as resources permit. Three appointments have been made in the Department for the academic year 1925-26: Dr. Arthur A. Livingston and Dr. Gustave L. van Roosbroeck as Lecturers and Dr. Irving H. Brown as Assistant Professor. Dr. Livingston is a graduate of Amherst College, was University Fellow here in 1906-7

and later received from us the doctor's degree. He has taught at Smith College, Cornell University and here. For the past few years he has devoted himself to the study of current literary and philosophical movements in Italy and his studies have received official recognition from the Italian government. Dr. van Roosbroeck is a Belgian who received a decoration from his government for his service during the war. Later he was made Chevalier de la Couronne de Belgique. He has held positions at Minnesota, Johns Hopkins and New York University. He has published extensively in French literature from the sixteenth to the twentieth centuries. Dr. Brown, one of our own doctors of philosophy, comes to us from the University of Cincinnati where he held the position of Associate Professor. He has travelled widely in the Romance countries, studying folk ways, particularly of the Gypsies, and the intellectual movements reflected in current literature. These additions to the Department will take care of part of the work formerly given by Professor Todd and also provide for the development of new interests and activities.

The Department of Chinese has had the most active and interesting year in its history. On the recommendation of Professor Lucius C. Porter of the University of Peking, who spent two years with us in reorganizing the Department, Mr. Thomas F. Carter was appointed Assistant Professor and made Executive Officer. He brought to the work a rare combination of scholarship and executive ability. The student attendance was large, representing a gratifying interest in the study of the language, history, religion and philosophy of China. The regular courses of the Department were supplemented by a series of instructive and interesting lectures. A most successful exhibit was arranged by Professor Carter of the home life, industries, education and art of the Chinese people. attracted wide attention. The art exhibit was particularly noteworthy. Residents and merchants of the city contributed so generously to its success that it was universally judged to be an exhibit of rare merit and distinction. Unfortunately the work of the Spring Session was clouded by the serious illness of Professor Carter. In spite of his enforced confinement he continued, with the able assistance of Mrs. Carter, to keep his interest and direction active, so that nothing was left undone.¹

In the matter of departmental organization both for teaching and research perhaps the most important development of the year was in the Department of Public Law. Charles Chenev Hyde, Solicitor of the State Department and an international lawver of eminence, was appointed Hamilton Fish Professor of International Law in succession to John Bassett Moore who, after thirty years of distinguished service to the University and the American public, both in scholarship and in practical activities, retired to become one of the Judges of the Permanent Court of International Justice. Professor Hyde brings to his work at the University ripe scholarship, a profound knowledge of the law of nations and of the practice of international intercourse, and full appreciation of the place which the University should occupy and the influence it should exert in the development of this important subject. Mr. Philip C. Jessup, also of the State Department, was at the same time appointed Lecturer in International Law and Assistant Professor Parker T. Moon was transferred to the Department of Public Law as Assistant Professor of International Relations. These three members of the staff, together with Professor Joseph P. Chamberlain, who will continue to develop the work in international organization, constitute a group from whom scholarly work of great significance may be confidently expected. They form the nucleus of what may in the course of time grow into an institute of international relations that will exert a far reaching and compelling influence.

¹Since the date of this report Professor Carter has died. The loss which the University has suffered is heavy. It will be difficult, indeed, to find again that rare combination of personality, scholarship, executive ability and wholehearted yet discriminating enthusiasm for the things of China which brought to Professor Carter, during his so brief sojourn with us, the admiration and affection of his colleagues. I must here record my sense of deep personal obligation to him and Mrs. Carter. He was accomplishing a work long dear to my own heart. Through the shadowed hours of his illness, Mrs. Carter kept discouragement away and made her ministry to him a ministry to us also.

Other changes in the Department were the transfer of Professor Howard Lee McBain from the Eaton Professorship to the Ruggles Professorship of Constitutional Law in succession to Professor Thomas Reed Powell who resigned to accept a professorship in the Harvard Law School, and the appointment of Dr. Luther Gulick, Director of the Bureau of Municipal Research, as Lecturer in Municipal Science and Administration. Professor Thomas I. Parkinson continues the work in Administrative Law and Professor Chamberlain the work in Legislative Drafting and Statutory Construction. tion to the work in Public Law proper the Department continues to offer work in the field of comparative and American government, politics, and administration under the direction of Associate Professor Lindsay Rogers and Raymond Moley and Assistant Professor Arthur Macmahon. Never in the history of the Department has the scope of graduate instruction been so extensive nor the opportunity so large for professorial and student researches.

The Joint Committee on Graduate Instruction is continuing its survey of the research work and equipment of the several departments. Reports similar to that on the Department of Zoölogy which was appended to my report for last year, will be placed in your hands as they are completed.

Respectfully submitted,

Frederick J. E. Woodbridge,

Dean

June 30, 1925

SCHOOL OF ARCHITECTURE

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1925

To the President of the University

SIR:

As Director of the School of Architecture I have the honor to submit the following report for the academic year ending June 30, 1925.

It is a fortunate situation in which the School of Architecture finds itself each year. About it is growing up a great city, which reliable authorities estimate will have a population of 50,000,000 people forty years from now. Already the hill on which the University is built is becoming an acropolis where monumental buildings house much of the intellectual and the religious activities of the community. A great cathedral, churches, schools, hospitals and auditoriums are here now. Within a short journey away are the newest examples of commercial buildings. Every conceivable type of architecture can be seen without traveling more than an hour from the doors of the School. On every hand are new buildings being erected, which serve as models of modern practices of construction. The great builders and architects have their offices not far away, and these men visit the School and watch its activities. Our students find work as assistants in these same offices and often carry on their studies in the School at the same time.

Every year, the location of the School becomes more and more ideal as a place to study architecture, for where architecture is being built, there is the place to study it. Where great exhibitions of architecture and the allied arts are held, as there were last Spring in this city, there is a good place to hear the active men of the profession talk and teach, for they come from every part of the country and from abroad. It

is instructive to go to Europe to study architecture of dead men, but the living architecture today is in this country, and its center is in New York. Never were good designers so much needed as they are today to solve the problems facing this active land of constructors. To us come students from Germany, Hungary, England, Italy, Japan and China to study in the atmosphere where architecture is under construction, and not merely contemplated. European critics have begun to notice our progress in architecture because at least we are active and doing whereas Europe is pausing.

Now, because of this extraordinary location, so admirably adapted for the site of a School of Architecture, we have the added burden of using these opportunities in the most efficient way. How can we make students better view the things around them? How can we arrange their work so that they can break away from it long enough to visit the architecture which stands so near our door? How can we stimulate their interest to go out more and study architecture in buildings, and not so much from photographs and engravings in books? This is a real problem which we are attempting to solve better each year. In some measure we see progress along this line. In the courses of theory of planning and composition, visits are made to buildings which are examples of the principles taught; in the work in decorative arts, trips are made to manufacturing plants, museums and well known buildings; in the construction courses, regular visits are made to buildings in process of erection; and in the graphic courses, visits are made to the stone cutting plants. An important advance has been made in the establishment of a system of daily, fifteen minute sketches, which the student is urged to make from the actual buildings in the neighborhood. Every student is required to make a measured drawing of some well designed structure in New York.

Indeed, the more we are able to help students see architecture in three dimensions, the more we are certain that what they conceive in their minds will be practical and useful as well as beautiful. For that reason, I wish to urge upon you again my former plea to turn the court, surrounded by the

Chapel, Fayerweather, Schermerhorn and Avery buildings into an outdoor museum of architecture, where we may have beautiful casts of the orders of architecture and many other fine examples of detail and objects of art. If this can be done, we will be able to start the training of our students in observation immediately upon their entrance into the School, for we would have them study the orders by measurements and sketches from the full size models, thus implanting in their minds, at the beginning, the finest proportions of architectural forms created by man. We would be able to require more outdoor sketching and more water colors from these models; a training that is invaluable and which we need to emphasize more than we have done in the past. Indoor sketching from casts smacks a little too much of the academic limitations of walls and musty books, and we cannot permit our students in architecture to form the habit of burying their vision in lifeless plaster and diffused light. Architecture is somewhat a study of sunlight and shadow, and this can be found only outdoors.

Intimately related to the location of the School, within the heart of New York, is the suggestion that we ought to be the natural center where the science and the art of Civic Design is taught. All of the elements required for training in the special subjects exist in the schools of Political Science, Law, Economics, Architecture and Engineering. A substantial appropriation is all that is lacking for the establishment of such a school which should be a branch of the Architectural School. Being convinced that the time is ripe for action, I respectfully recommend the consideration of this matter in the near future.

The country is greatly in need of men trained in this art, for even though we may be well along in the art of architecture, we are far behind England, France and other European countries in our knowledge of city planning. This was forcefully shown in the recent exhibition of city plans in the Architecture and Allied Arts Exposition in New York City in May, 1925.

Until now, I have hesitated to suggest any expansion of the work of the School or any additional courses, for the Staff has been working to improve the organization which we now have for training architects. Slowly and carefully we have been revising the curriculum, so that this might become a place of instruction where every instructor contributes vitality towards the development of the School. We do not wish to make the mistake, so often made, of having an Architectural School that is dominated by one genius, surrounded by smaller men, but we wish to have an organization of strong men who are bound together by a common interest and who contribute new ideas that keep us free from ruts. Moreover, an organization of this kind is more stable, for when this or that one drops out, the School yet goes on.

Indeed, we have carried this principle into many of our courses. For example, in our work in architectural rendering, no one instructor gives the entire course, since we purposely do not wish to have our students learn the technique of one man and thereby become little copies of him; but we wish to have them realize that every artist develops his own way of doing things and that the student must learn to pick and choose that which fits his own temperament and taste. Accordingly, every member of the Staff contributes his share in the teaching of this subject under the organizing direction of one who plans the work. But we go even further and call in the services of outsiders who willingly contribute their time and thought. Such famous artists and architectural renderers as Mr. Hugh Ferris and Mr. Chester B. Price, Colonel F. L. V. Hoppin and Mr. Julian C. Levi came to us this Spring and demonstrated their art before our students. They actually produced drawings before the class, explaining their methods as they worked. Such demonstrations convinced the dullest student that there are no formulas in art and that every designer and artist must learn to produce as an individual and not according to this or that method used by his instructor.

This system of teaching and this type of school are a feeding ground for the strong students but a wilderness for the weak ones. We are interested in developing individuals and not groups, and if some rise to great achievements and others fall by the wayside, it is only a demonstration that in the field of architecture all are not equally endowed with the creative mind.

The registration in the School of Architecture is small enough to permit the development of each student as an individual, but the large registration in University Extension courses makes it impossible to give the same personal attention. I wish to call attention to this condition, for, if our instruction does not come up to as high standard in the Extension courses. it reflects upon our whole School. In fact, since most of the students who take our Extension courses are employed during the day in the offices of architects in New York City, any defects in our system of education are reported to the profession at large. Not always do these busy architects realize the difference between an Extension student and a candidate for the degree, if this student reports that he is studying architecture at Columbia. The work in architecture in the Extension courses cannot be of the same quality when the instructors must teach such large groups that the individual is lost.

I present here, to impress you with this condition, the figures of registration in the School of Architecture for 1924–1925:

Winter Session Spring Session

Candidates for the Degree (all professional work) 74	74
Combined Course (combined with college) 24	19
	
Total	93
University Extension 374	304

A condition of this kind requires some correction and your attention is called to it in order that the matter may be considered, outside of our professional school, in its relation to the general policies of the University.

This year we held the competition for the Perkins and Boring Fellowship, which offered the sum of \$1785 for traveling abroad. The problem offered to the competitors was less

spectacular than those of previous years, but it was nearer in type to the usual competition entered by professional men. The subject was "A County Court House for a Prosperous Community." Carefully studied plans, elevations and sections were required. The jury consisted of the following prominent architects: Messrs. Philip Sawyer, Raymond Hood, Egerton Swartwout, Edmund Campbell, D. Everett Waid and Joseph Friedlander. The jury selected the design presented by Mr. Stuart M. Shaw as being the best solution of the problem, and he, accordingly, became the holder of these Fellowships. The same jury remarked upon the careful drawings and excellent quality of the designs, stating that they were as fine drawings as would have been submitted by practicing architects in a public competition. This gives me pleasure to repeat, for certainly the professional architects are our most intelligent critics. If the work of our students appeals to the architects, it appears that we are making progress, especially when these same architects substantiate their praise by offering our graduates good positions in their offices, immediately upon leaving our doors.

On July 28, 1924, in London, England, there was held an International Congress on Architectural Education, at which the Director of the School of Architecture presented a paper. A large exhibit of the work of the School received special commendation.

The School also exhibited work at the exhibition of Architecture and the Allied Arts in May, 1925, at the Grand Central Palace.

Students in advanced design, competing in Class "A" problems of the Beaux-Arts Institute of Design during the School year, were awarded in each competition a First Medal and several Second Medals. The Municipal Art Society Prize conducted by the Beaux-Arts Institute of Design was awarded to Mr. Jospeh Black, a student of Columbia.

Although none of our students won the final competition for the American Academy in Rome this year, five of the six who entered the preliminary competition were commended and permitted to enter the final competition. This seems to be a more favorable comment upon their training than if one had carried away the prize and the other five had been eliminated.

The year closed, therefore, with a good record of achievement, and we now look forward to a growing body of enthusiastic students for the next term.

Respectfully submitted,

WILLIAM A. BORING,

Director

June 30, 1925

SCHOOL OF JOURNALISM

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1925

To the President of the University

SIR:

I have the honor to submit the thirteenth annual report of the School of Journalism.

The registration for the year 1924-25 was as follows:

**************************************	Candidates for Degrees		Candidates for Certificates		Non- Matriculated	
1924–1925	Men	Women	Men	Women	Men	Women
First Professional Year	41	27	ı	О	I	0
Second Professional Year	34	32	1	0	1	0
Graduate Students	7	13	0	0	0	О
Totals	82	72	2	o	2	0

The first professional year in 1924–25 included 43 men and 27 women as against 55 men and 42 women in the previous year. Of these 16 men entered from Columbia College, 4 women from Barnard College, 3 men and 3 women from University Extension, and 1 man from Teachers College: 27 in all from the University. The remaining 43 had received their college training in various institutions scattered over a wide range, including Adelphi College, University of Alabama, Amherst, University of Austin, University of Chattanooga, University of Chicago, University of Cincinnati, The Citadel, Connecticut College for Women, University of Denver, Duke University, University of Georgia, Goucher College, Indiana University, University of Iowa, Judson College, Lynchburg College, Marymount College, University of Michigan, Missis-

sippi State College for Women, University of Pennsylvania, Pennsylvania State College, Princeton University, Purdue University, Randolph-Macon College, Roanoke University, Robert College (Constantinople), Smith College, Southern Methodist University, Syracuse University, University of Vermont, State College of Washington, Wells College, Wesleyan College, Willamette University, Wilson College, University of Wisconsin.

Of the 68 undergraduates in the first year, 26 reported their home residence as New York City, and 8 in other parts of New York State. The remaining 34 came from Alabama, Colorado, Florida, Georgia, Indiana, Iowa, Kansas, Louisiana, Maryland, Massachusetts, Missouri, New Jersey, North Carolina, Ohio, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Virginia, Washington, and West Virginia.

The number of students graduating with the B.Lit. degree was 67 as against 43 the previous year; the number of students who took the degree of M.S. in Journalism was 15, as against 9 in 1923-24, and 2 in 1922-23 and 1921-22. It is gratifying to note that the number of students graduating is growing more rapidly than the number of students registered. In the early years of the School the mortality by withdrawal or failure was high; in more recent years, without any lowering of standards, the mortality has been greatly reduced. Doubtless in the earlier years students presented themselves by way of experiment, without the financial or intellectual resources necessary for the successful completion of the curriculum. As the reputation of the School for keeping up high standards spread, the quality of the students entering the School has improved, and fewer of those who obtained admission have fallen by the wayside. In a few cases, no doubt, good students have been forced to discontinue for financial or personal reasons, and there is no question that some of them have benefited by their work in the School; but in general it is those students who go through the complete curriculum with credit who derive the greatest advantage from their training, and the increase in the proportionate number of this type of student is encouraging.

In spite of the considerable increase in the number of students graduating, they seemed to find places without any increased difficulty. The newspapers on which positions were secured before or immediately after graduation included the Baltimore Sun, New Bedford (Massachusetts) Standard, New York City News, New York Evening Graphic, New York Evening Post, New York Times, and the Providence (Rhode Island) News. This is the more noteworthy because, as was pointed out in the last annual report, the number of newspaper positions vacant is not increasing. It follows that the number of graduates of schools of journalism in professional positions is increasing steadily from year to year, and that they will in course of time constitute an important factor in the direction and administration of newspaper policies. This is contrary to the belief of some critics of schools of journalism who have asserted that a large number of graduates did not go into newspaper work. So far as the Columbia School of Journalism is concerned, a systematic effort is being made to ascertain actual facts. The Advisory Board has voted a sum of money to meet the expense of investigation into the employment of the graduates of the school from its foundation, and with the loyal co-operation of the Alumni there is every reason to believe that definite results will be obtained in the shape of information which will command unquestionable confidence.

The very rapid extension of the teaching of journalistic technique, not only in colleges and schools or departments of journalism, but in high schools, has brought about an inevitable reaction. There are now over 200 colleges and universities and some thousands of high schools in which an attempt is made to teach journalism, and the result has been that many of the young people who thought they had learnt it have ventured into professional work with painful results to themselves and others. The upshot has been some discouragement—unreasonable but not unnatural—in the minds of those engaged in professional instruction in journalism, even where this instruction was of adequate scope and given under suitable conditions. The Columbia School of Journalism

has from the beginning insisted upon adequate preparation in fundamental subjects before technical training is begun and on the combination, from beginning to end, of technical training with instruction in allied subjects of value for newspaper work, though not strictly technical in the ordinary acceptance of that term. It is therefore no surprise for the School staff to meet the cry from other quarters that the teaching of technique by itself is unproductive. Director Joseph S. Myers, of the Department of Journalism of Ohio State University, in an article in the last Bulletin of the American Association of Teachers of Journalism and the Association of American Schools and Departments of Journalism, admits that in the early days "over much stress was laid on reporting and copyreading," but now, he says, teachers "know that the mere mechanics of newspaper work can best be taught in the shop." Professor Myers has, perhaps, suffered a too severe reaction from the former confidence in technical instruction. Mr. H. L. Mencken, whose long journalistic experience and independence of judgment are beyond question, expresses a directly opposite view. In a recent article in the Chicago Tribune he says:-"I have known men to become very good reporters in three months—as good, in many ways, as the best. But not many. The overwhelming majority have to be taught—and if they are ever to escape from the ranks they have to be taught some more. I believe that most of this teaching can be done more conveniently in school than in a city room—that the novice who has been competently trained will be much more useful and make much faster progress than the poor fellow who has to comb a city editor's profanity for its occasional strands of wisdom."

The fact is that the teaching of reporting and copyreading demands exceptional powers on the part of the teacher (in addition to professional experience) and, so far as metropolitan journalism is concerned, it requires an expensive equipment which is beyond the resources of most colleges. The teacher has not, as he has in nearly all other subjects, an established method of conveying instruction which he has learnt as a student in school or college. He has to work out his educa-

tional methods for himself, and it is no easy task. Most of the professors of journalism now at work have received all their instruction in technique in the newspaper office. There is no question that practical experience is absolutely necessary; on the professional side there is no substitute for it, but on the educational side it may not be particularly helpful. A very good newspaper man may prove on trial to be a very poor teacher. Some of those now teaching journalistic technique had never taught anything until they faced a crowd of eager youngsters who wanted to be instructed in the art of reporting and copyreading; to talk to them once or twice on the mysteries of the craft was easy; but to meet them for continuous instruction two or three times a week, for the larger part of a year, to retain their interest to the end and to make them feel that it was as worth while at the end as at the beginning-this was a task of which the difficulties have not always been appreciated.

The duty laid upon these pioneers in the teaching of professional journalism is not merely to devise methods for themselves, but to work out a system of technical teaching which can be handed on to their successors and improved in the light of experience. A good teacher of technique will produce other teachers of technique who will carry the fruits of their instruction and of their own professional experience into other schools. I look forward to the time when one would no more think of saying that the practice of journalism can best be taught in the shop than of saying that the practice of law can best be taught in the law courts.

I believe that in the better organized Schools of Journalism considerable progress has been made in this direction, and that the discouragement felt by some teachers of technique is merely temporary. Professor Myers, in the article "What Have the Schools Done?", from which I have already quoted, is naturally very modest in his claims of actual achievement, which may be summarized under four heads: (I) There are far more college-trained men on the newspapers and many of them have been promoted to important positions. (2) Newspapers are giving preference to graduates. (3) Something

has improved the daily press. (4) The emphasis laid by teachers on professional ethics must exercise a wholesome influence.

Mr. Mencken, not being subject to the accusation of blowing his own horn, is more outspoken and emphatic, and his testimony as to the results achieved is worth placing upon record. He says:—"First, the individual reporter tends to be a more dignified fellow than he once was. Better educated and more competent in his days of beginning, he is far more careful of his amour propre than he used to be. He reads more and drinks less. He demands, and gets, more salary. He is less easily snared by the temptations set for him. His view of his craft takes on a breadth that it never had in the old days. Gradually he ceases to think of it as a game, and begins to think of it as a profession. In actuality, of course, it is not yet a profession, for its practitioners lack professional autonomy and authority and the power to enforce discipline within their own ranks, but I believe it is on its way.

"This improvement in the individual journalist has had the inevitable effect of improving the newspapers. They are no longer as cheap and venal as they used to be. The old timers conveniently forget how bad most of the papers they once worked for really were. In the town where I began there were five sheets, and three of them played dubious politics and leaped wherever an advertiser blew his nose. Every American city was full of such papers; not a few of them made great pretensions. Today I believe they are rare. The consolidations that every ancient journalist deplores have accomplished at least one good thing: they have got newspapers out of the hands of needy men. And if such men came back tomorrow they would have a hard time inducing competent newspaper men to work for them. The trade has gone up a peg, and it will stay there.

"It would move faster if newspaper editors, as a class, were as intelligent as newspaper reporters. I believe that, in the average American town, they are not, and that their greater average age puts them back professionally, almost a generation. The schools of journalism far surpass the old

time city rooms in the character of the recruits they enlist. They tap a supply of candidates of better education, and out of much better surroundings. They do not try to make journalists out of busted lawyers, former whiskey drummers, and unfrocked clergymen. But many a city desk is still occupied by a city editor of the ice wagon driver school. So long as such silurians survive, the value of the work being done by the schools of journalism will not be fully apparent, for that work will not be fully utilized.

"Already, however, the more intelligent newspaper editors are utilizing it, and before long, I believe, there will be an active interplay of effort between the schools and newspapers. The schools themselves are trying to raise and safeguard their own standards; the good ones gradually separate themselves from the bad ones, and adopt programs that give them professional dignity."

In short, the schools of journalism have already improved the status and character of the professional journalist, and it is upon the professional journalist that we must depend for the improvement of the newspapers. Ultimately, no doubt, the public gets the kind of newspaper it is willing to pay for, but the education of the public is a long and slow business which has to be undertaken largely by the newspapers themselves. In spite of the triviality of many of our papers, which sometimes discourages earnest seekers after truth, the outlook is not disheartening; there are still excellent newspapers for those who are willing to buy them. The way to the education of the public lies in the education of men who are to make the newspapers of the future, and in this responsible and difficult task the schools of journalism of the better sort have made a degree of progress which is not only of substantial promise, but is already considerable, in view of the short period of time during which the more important Schools have been organized.

Respectfully submitted,

J. W. Cunliffe,

Director

BARNARD COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1925

To the President of the University

SIR:

I have the honor to submit the following report on the condition and progress of Barnard College during the academic year 1924-25.

The enrollment in our four regular classes has been as follows:

	1923–24	1924-25
Seniors	104	1261
Juniors	256	259
Sophomores	192	234
Freshmen	296	271
		
	848	890

In addition to these regular students we have also had 57 unclassified students and 33 special students, making a total of 980 primarily registered in Barnard College, an increase of 34 as compared with last year. This is fully as many as we can accommodate satisfactorily in our present academic buildings.

Besides the students primarily registered in Barnard, we have had 50 students from Teachers College and 153 from other parts of the University taking some courses at Barnard. The total registration has been 1183, an increase of 70 over last year.

On Commencement Day 196 candidates were recommended by Barnard College for the degree of Bachelor of Arts. This is the largest number ever presented by Barnard.

Including 2 Barnard seniors registered in the first year of professional schools.

During the Winter Session Professor William P. Trent was absent on leave, and during the Spring Session Professor Charles S. Baldwin and Professor Eleanor Keller.

We were especially fortunate in having as visiting professor during the Winter Session the distinguished historian Professor Albert F. Pollard of the University of London. His courses,—one on the History of Political Ideas and the other on Aspects of the Tudor Period,—proved very stimulating and valuable to the large groups of students who elected them. We have been perfecting the technique of fitting into our regular curriculum the lectures of a visiting professor, and we think that the great success of Professor Pollard's visit was due partly to the excellent arrangements made by the Department of History.

It is with great regret that we note the resignation of Professor Ernest De Wald, who has done such admirable work in helping to build up our new Department of Fine Arts. In Professor De Wald's place we are to have as Assistant Professor of Fine Arts Mr. Norman W. Haring, who comes to us from Dartmouth College.

An important appointment is that of Dr. Edward M. Earle, Assistant Professor of History, who has been transferred from Columbia to the Barnard Faculty and designated Chairman of the Barnard section of the Department of History. Professor Earle's already notable achievement in scholarship, his administrative ability, and his teaching power make us feel confident that he will be successful in his important task of guiding the development of our work in history.

During the Spring Session our Registrar, Miss Anna E. H. Meyer, has been enjoying a leave of absence and a rest abroad, to which she is certainly entitled by her twenty-five years of devoted and excellent service. In her absence Miss L. Margaret Giddings, of the Class of 1918, has been serving very competently in the important post of Acting Registrar.

It is with very great regret that we announce the resignation of Mrs. Harriet C. Jameson, our excellent dietitian. The Trustees have expressed formally to Mrs. Jameson the appreciation of the College for her exceptional contribution to our health and happiness during the past sixteen years.

The whole College was grieved by the death, on December 9, 1924, of the Assistant Registrar, Alice M. Brett, of the Class of 1915. Miss Brett was a valuable member of our administrative staff, and a prominent and devoted worker in the Associate Alumnae.

The work of our new Department of Government has developed successfully along the lines described in the Dean's Report of last year. Professor Moley's regular courses for the Barnard undergraduates have increased largely in registration. He has also worked out an interesting arrangement whereby his students can do effective field work in politics, for which New York City offers such admirable opportunities. Special courses for women outside the College were begun by a successful course given in the autumn of last year, in cooperation with University Extension. This was planned with the advice of an advisory committee consisting of representatives of the Women's University Club, the Women's City Club, the League of Women Voters, the Democratic Party, and the Republican Party. The subject was "The Theory and Practice of Politics" and 113 students registered for it. Two such courses are contemplated for next year. Through a generous gift promised by Mrs. Eugene Meyer, Jr., of the Class of 1907, it is possible for us to begin in the autumn to develop a "Politics Laboratory," where we hope to accumulate a great deal of valuable material for the use of students working in this field.

During the year the Faculty has continued the discussion of the curriculum and has agreed on certain general principles to govern a proposed new set of requirements. The desire for a change has arisen partly from a wide-spread feeling that it is no longer possible to prescribe for all students specific subjects and courses. Just as we decided some years ago that no one of the laboratory sciences could be said to be more valuable than the others for all of the students, and gave them a free choice among these sciences, so the Faculty have come to feel that in other fields also it is almost impossible

to say that one given subject is, for all students, more valuable than another—to say, for example, as we do now, that Economics is more valuable than Government. Besides this fairly definite objection to our present curriculum, there has been also a realization that the requirements as they now exist are a patchwork of accretions and amendments which have become unduly complex and without unity of purpose. The Faculty has thought it might be well to sweep away all the existing requirements and start afresh with a reasoned and unified plan.

The first of the principles that has been laid down for the proposed new curriculum is that no specific courses or subjects shall be prescribed, beyond those needed to give a student certain fundamental tools useful for successful work in any field. These tools are a command of written and spoken English, the ability to read at sight with ease at least one foreign language, a healthy body, and a knowledge of hygiene. To give these, the following courses are to be prescribed, except for students who can demonstrate that they have no need of them,—a freshman course in English Composition, a freshman course in spoken English, primarily for remedying defects of the voice, lectures on personal hygiene for freshmen, and lectures on human biology for upper classmen. All students are also to be required to take, during their four years, appropriate physical exercise.

The Faculty believes also that each student should be required to concentrate her work sufficiently to gain a fairly thorough knowledge of one subject. It purposes, therefore, to require every candidate for the degree to take a major subject of at least 28 points, carefully planned and supervised by the department in charge. A student shall not be required to choose this major subject before the end of the sophomore year, though she may choose it earlier. For each student majoring in its field the department shall prescribe such of its courses as may be necessary to give her a sound knowledge of the fundamental material of the subject and a fairly broad view of it. It shall also recommend to her such courses in other departments as may be essential to a sound knowledge of the major.

In order to avoid too much concentration and specialization, the Faculty feels that each student should be required to distribute her work sufficiently to gain some insight into the other main divisions of human thought. It plans to require, therefore, that each student shall take at least 14 points of work in each of the three following groups or fields,—languages, literatures and other fine arts, mathematics and natural sciences, and social sciences.

Feeling that a knowledge of at least one foreign language is an extremely valuable tool and source of training, the Faculty plans also to require every student before being registered as a senior to show that she is able to read at sight with ease either French, German, Greek or Latin. In special cases the student may be allowed to substitute Italian or Spanish. Feeling also that some knowledge of the scientific laboratory method is valuable, the Faculty plans to require that at least 8 of the 14 points in the field of mathematics and natural sciences be taken in a laboratory science.

Having laid down these general principles and a certain number of specific requirements, the Faculty will continue in the autumn to discuss the proposed new curriculum in detail. It is especially necessary for it to consider the first year courses in the various groups which may be specially suitable for freshmen, and to determine the sequence of courses in the various groups. Every freshman will normally, unless there is some good reason to the contrary, be required to take at least one course in each of the three groups. Upon the nature of these introductory courses the success of the new curriculum will largely depend.

Whether the new requirements will work well or not will depend also, of course, upon the care and efficiency of the administration of them, and particularly on the thoroughness with which the various departments guide and instruct their major students. If properly administered, the new plan will really amount almost to the prescription of a curriculum for each student individually, rather than the prescription of a curriculum for the College as a whole. It will certainly enable us to adapt the courses in a more elastic way to the

abilities and the requirements of each student. It should also make the freshman year a much more stimulating one than it has been in the past, giving glimpses into fields of thought not treated in the secondary schools.

During the year the cash gifts received by the College have amounted to only \$9,601.57, an exceptionally small sum. They have included, however, some very welcome items. Realizing the great value of international fellowships in promoting good scholarship and friendly acquaintance between nations, the Undergraduate Association raised during the year \$2,000 for two fellowships, one to be used to send a Barnard graduate abroad, the other to bring a foreign student to Barnard. The first has been awarded to Miss Jane Dewey, of the Class of 1922, who will work at the University of Copenhagen; the other to the nominee of the Finnish Federation of University Women, Miss Gunvor Stenberg, of Helsingfors, Finland.

The Veltin Association, which plans to offer a foreign fellowship each year, gave \$1,000 for its first fellowship to Barnard College for award to one of our graduates. This has been given to Miss Margaret Irish, of the Class of 1925, who will probably study in France. The Duror Memorial Fellowship, regularly awarded to the most promising scholar in the graduating class, was given this year to Miss Christina Phelps. After a year of graduate work at Columbia, Miss Phelps plans to study at the University of Rome. The first alternate, Miss Louise Rosenblatt, has been given one of the French Government scholarships and will spend the coming year at the University of Grenoble. We are glad to have so many of our best students thus enabled to have the great advantage of working abroad.

The adornment of our buildings and grounds by various class gifts continues in a gratifying way. The four beautiful bronze torchères, given by the Class of 1915 as a tenth anniversary gift and in memory of their valued member, Alice M. Brett, are a great addition to the terrace of our new residence hall. The Class of 1925, for its graduation gift, combined with the Greek Games Committee in presenting hangings for the

Gymnasium. Mrs. Helen Hartley Jenkins has given, in commemoration of the tenth anniversary of the graduation of her daughter, Helen Hartley Jenkins Geer, of the Class of 1915, a handsome brick walk connecting Brooks Hall and Students Hall.

The Class of 1900, as its twenty-fifth anniversary gift, has generously presented \$1,000 to the general endowment fund, the most welcome form of gift that any college can receive. We have been pleased to receive also, in memory of Jane Baldwin, a child much beloved by the College, a fund the income of which is to be used for the purchase of books on medieval literature. We have had also a legacy of \$800 under the will of the late Julia Ludlow Young, of the Class of 1906, which has been added to the Alumnae Scholarship Fund.

Following the example of the Columbia University Trustees, the Trustees of Barnard College have decided to increase the tuition fee, beginning July 1, 1925, from \$8 to \$10 a point, making our charge for tuition about \$300 a year. This sum is not at all excessive when compared with what is being charged at present by other colleges, most of which carry on their work in far less expensive circumstances than Columbia and Barnard. The Trustees coupled with this increase an appropriation of \$6,000 for special scholarships designed particularly for students now in College who might suffer hardship through the increase. The great majority of our students do not seem to feel any burden in paying the additional sum. We have every hope that we shall be able to care adequately for the comparatively small number who are burdened. The College already has fairly large scholarship funds, and will make every effort to see that no excellent student is deprived of an education at Barnard because of lack of money.

At the date of this report our new residence hall is almost completed. Indeed, we began to use three floors of it on June 15, housing there some of the readers of the College Entrance Examination Board. The building seems to be very satisfactory. We are especially pleased with the beautiful dining rooms, and most of all with the corner one, which has

a glorious view of the river. The life of our resident students next year should be thoroughly comfortable and delightful.

During the summer there will be some rearrangement of the rooms in Students Hall, made possible by the removal of the resident students from the Commons, and designed to aid the social life of the whole undergraduate body. The lunch room will return to its original purpose of providing the noon meal for the non-resident students and officers.

The pressure on our class-rooms, laboratories and instructors' offices is becoming uncomfortably great. In some departments the difficulty caused by overcrowding is acute. Some generous donor will, we hope, give us in the near future an academic building to stand on Claremont Avenue, just north of Students Hall.

The year has been a peaceful one, like the last, and the work of the College has been carried on in a spirit of friendly coöperation between students, Faculty and Trustees.

Respectfully submitted,

VIRGINIA C. GILDERSLEEVE,

Dean

June 30, 1925

TEACHERS COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1925

To the President of the University

SIR:

I transmit herewith the reports of the Directors of the Schools of Education and Practical Arts for the year ending June 30, 1925. The reports of the several Directors of Teachers College institutes, of the Principals of our lower schools, and of other administrative officers will be published separately, and may be had on application to the Secretary of Teachers College.

The most noticeable change in the year has been the trend toward graduate instruction. The elimination of the lower classes in the School of Practical Arts has made way for a corresponding number of advanced students. As I indicated when the change was proposed, the need of special equipment and of more individualized instruction has greatly increased the cost of maintenance. At the same time, the income from tuition fees tends to diminish, inasmuch as graduate students take fewer courses than do undergraduates, and consequently pay less per capita. The result is that for the first time in many years we have closed the year with a heavy deficit.

With few exceptions, our students are now experienced teachers. Most of them—ninety-five per cent in fact—come to us for the purpose of equipping themselves for active service in school work. They are all striving for leadership in their several fields. Those who succeed, whatever may be their positions, are in reality teachers of teachers. Our problem, therefore, is not only to supply them with the technical equipment necessary for efficient service in the positions to which they may be called, but in addition to give them the

means and the will to grow in professional strength. To provide the technical equipment for immediate needs is no great task. A survey of what others are doing to-day furnishes a fair basis for judgment of what our students will be expected to do to-morrow. But when one looks ahead ten or twenty years, to the time when the students of to-day will be at the top of their careers, and asks what they will be called upon to do then, this is a very different problem. It is the problem which gives us most concern, the one that requires our best efforts in its solution.

Even the casual observer of educational events must be aware that startling changes have taken place in the ideals and practices of public education within the past thirty years. Intelligent parents must be impressed with the fact that the school work of their children is very unlike that which they themselves had. The schools of to-day may or may not be better than those of a generation ago, but they are obviously different. A generation ago the elementary school taught the arts of reading, writing, spelling, and reckoning, together with some parsing of formal English sentences and map location of boundaries, rivers, mountains, and capital cities. the secondary schools, Greek, Latin, and mathematics held sway with a little history and science to lighten the load. The significant change, however, is not in the names given to subjects of the curriculum, but in the content of those subjects and the purposes to which they are put. Whatever may have been the professed aim of the old school, the actual results were to the advantage of the individual in competition with his fellows. But with the coming of public school systems, complete from kindergarten to state university and supported at public expense, it was inevitable that in time the emphasis should shift from individual preferment to social needs. So long as public schools were the refuge of those who could not afford to pay the fees of private schools, they were distinctly class institutions, charitable enterprises, whose support was justified on the grounds that ignorance is a menace to public welfare. Now, with public schools dominant and universal, police control as a motive gives way to constructive training for citizenship. The American public school at present, whatever its virtues or defects, is the measure of public interest in the maintenance of American ideals.

Good citizenship as an aim in life is nothing new. Patriotism, intelligent devotion to civic welfare; wherever found and at all times, bespeaks an education that is consciously acquired. But good citizenship as a dominant aim of the American public school is something new. It brings with it almost a revolution in the choice of materials of instruction within the old categories of school subjects, and it puts an entirely new emphasis upon methods of teaching. It subordinates the disciplinary values of studies which have been conceived as fitting the individual to use his powers in any way that he might wish to the formation of character, through precise knowledge and approved modes of behavior calculated to produce a predetermined result. Coupled with military discipline, it has always been the chief reliance of autocratic governments in guarding the safety of the state. For the first time in history, as I see it, a social democracy is attempting to shape the opinions and bias the judgment of on-coming generations. The urge to self-perpetuation may be no less strong in a democracy than in other forms of government, but its realization under democratic control is exceedingly difficult. A thousand American school boards may make more noise, but their voice is not so distinct as that of a Prussian Kultusminister. But we have school boards which employ teachers, determine what shall be taught, and pass judgment on the outcome. Public opinion, back of school boards, fixes our educational creed and controls all our undertakings. Any other control, even state control except within limits, is inconceivable while we maintain our present ideals of American democracy.

The decision given one hundred and six years ago by the United States Supreme Court in the Dartmouth College case has protected private educational institutions from external partisan interference. In Chief Justice Marshall's opinion: A charter once granted by the state confers immortality upon its recipient. Recently, in the Oregon case, another decision

preserves to parents the right to choose what school they will for the education of their children, provided that nothing be taught inimical to the public welfare. Now we are awaiting a further decision from the same high court which should elucidate the proviso in the Oregon case. What is inimical to public welfare? May the state use its police powers to regulate the schools and decide what shall or shall not be taught in them? It is difficult to see how, under our system of government, those who provide the funds for school support can be denied the right to decide how such funds shall be used. From the viewpoint of the schools, the Tennessee case has a far wider significance than an imaginary conflict between science and religion. The Oregon case turned on the freedom of learning; the Tennessee case questions the freedom of teaching. The issues involved are of vital importance in the future development of public education. But neither of these issues was raised for a hundred years, and neither of them could have been raised until the public became aware that what was actually taught in the schools had some effect on the character and beliefs of the learners.

The trend of public opinion in matters educational is part and parcel of the tendency of the times to shape conduct by legal enactment. Whether we like it or not, some school boards will sit in judgment on history texts and some will bar out modern science. The war taught us that German could be eliminated from our schools. Who knows what labor unionists, or chambers of commerce, or Biblical fundamentalists will insist on next? I foresee trouble enough to keep us from stagnation. Once a homogeneous group, bent on having its own way, gets the notion that the schools can be used to promote its particular tenets, that group will surely seek to shape educational procedure. As soon as one group succeeds in influencing school affairs, some other group will rise in opposition and demand to be heard. This is no idle speculation: parties and sects and unions are even now contending for preferment in a way embarrassing to those who look to the larger good. The most hopeful sign is that contending groups may neutralize each other, thus giving the teacher a chance to work out his own salvation.

The acceptance of good citizenship as the dominant aim in public education imposes a severe burden upon teachers who have grown up under conditions hitherto generally prevailing. What is a good citizen? What should he know? What should he do? Reduced to concrete terms, answers to these questions will try the best of our social philosophers. An analysis of what certain good citizens do may disclose traits of character, attitudes and virtues which the clever teacher can utilize in his school work. A survey of what knowledge can best be used in daily life may suggest some criteria of excellence in the making of school curricula. The fact is, however, that little advance has been made in either of these directions. There are no standards as generally acceptable or as scientifically reliable as the standards which governed the selection of materials and the conduct of the school under the old order. But the standards of the past are as useless to-day as the prairie schooner or the mail coach. The systematic, logical development of a subject has given way in our lower schools to a no less scholarly selection of materials designed to acquaint the pupil with the world in which he lives. If standards are lacking, the fault is not wholly the teacher's or the philosopher's; a generous allowance must be made for the shrinkage of this globe on which we live and for the complexity of life forced upon us by the inventions of the century past. Our children daily meet situations which were unknown even when we were their age. They want to know why these things are and what are the facts back of them. The modern schoolboy may still be forced to do what his parents did in school, but his education will be got, as theirs was, outside of school hours. The formation of character goes on apace regardless of teachers or schools. The question is, how can school work contribute most to the making of the good citizen?

When standards are wanting or defective, we fall back on the method of trial and error. We experiment under the best light that we can get and check the results. It is a slow process

and costly. Contrary tendencies are hard to reconcile. Some would avoid controversial questions. But children who read the newspapers, listen to the radio, participate in political campaigns, and engage in sectarian controversies cannot be muzzled. A labor strike is not a negligible matter to those engaged in it or to those who suffer its consequences. If the facts bearing on such problems are not presented by competent teachers to those who want to know, information of some kind will be got somewhere out of which opinions affecting society for good or ill will be quite permanently fixed. It is idle to say that the most important subjects affecting social welfare are too abstruse for adolescent minds, when pupils in our grammar and high schools are presented daily with situations. national and international, which call for a knowledge of history and geography, science and economics, political economy and sociology. Some problems of trade and transportation, of capital and labor, of political policy and international relations must be faced in the modern school. mention these in particular because they are the most perplexing of all the problems that the teacher meets. They can not be ignored; they must be honestly and impartially treated.

It may be said that the modern school puts upon the teacher an impossible task. In one sense, every teacher faces an impossible task; and, generally speaking, the more encyclopedic a teacher's knowledge, the greater the risk of failure. The teacher who spends five hours in the classroom has little time or strength for encyclopedic preparation for the next day's work. Someone must work out with as much care as was ever given to building a Greek grammar the materials which are found to be best suited to different grades in different types of schools. Teachers everywhere are asking for guidance. Everywhere school curricula are under revision. Denver, Detroit, Los Angeles, and scores of other cities are making splendid headway. The National Education Association is putting its influence and financial support behind the movement. Teachers College must do its part.

Eight years ago, with the support of the General Education Board, we established the Lincoln School for the purpose of experimenting with the materials of instruction and methods of teaching suitable to a modern school. The success of the undertaking has exceeded all expectations from the standpoint both of a school and of an experiment station. In order to carry over to our staff and students some of the benefits obtained from the methods employed in the Lincoln School and to secure the coöperation of a larger group, we have been supporting from our own funds a bureau of curriculum research restricted to the first six grades of the elementary school and to the teaching of household arts. This bureau has had the services of three full-time workers with all the secretarial and student assistance that they could use. A digest has been worked out of all the significant curricula used in this country, and good headway has been made toward the evaluation of the materials that enter into the courses of study listed under the several school subjects. We shall soon have a collection of facts that cannot be found elsewhere and which will be indispensable to every worker in curriculum construction.

The extent to which we are involved in the study of school curricula, methods of teaching, and school administration is partially indicated by the amount and character of the subsidies which we are using for these purposes. To the total shown below, all of which has been received as gifts during the year, should be added at least half as much more expended directly or indirectly from our own funds for the same purposes.

GIFTS RECEIVED FOR RESEARCH AND SURVEYS

From the Carnegie Corporation of New York For a study of measurements of intellect and capacity .	¢1,5000,00
	\$15,000.00
From the Commonwealth Fund	
For a study of vocational guidance and of mental disci-	
pline of high school subjects	9,799.66
From the Institute of Social and Religious Research	
For a character education inquiry	17,133.50
From the International Auxiliary Language Association	
For a study of languages	500.00
From the General Education Board	•
For the Lincoln School	150,000.00
Carried forward	\$192,433.16

\$192,433.16	Brought forward
	From the American Seating Company
5,000.00	For a study of school equipment
	From White Plains, N. Y., Watertown, N. Y., and
6,500.00	Cranford, N. J., for school surveys
	From the National Canners Association, The Fleischmann
	Company, and B. Tilman & Co., for studies in the prep-
4,264.67	aration of foods
	From the Laura Spelman Rockefeller Memorial
65,000.00	For the Institute of Child Welfare Research
•	From the International Education Board
100,000.00	For the International Institute
\$373,197.83	Total
#3/3,19/.03	Total

It is obviously impossible to discuss in this report all the enterprises in which we are engaged. I have selected one phase of our work for detailed examination because it is relatively new and very significant. The fact is, however, that our main task is the professional training of teachers of teachers, and to that we give most of our energies. Research and investigation are necessary, however, for the sufficient reason that we are trying to anticipate the needs of our students years ahead. Those who are interested in a survey of Teachers College as a whole will find quite complete information in the reports of our several Directors, Principals and other administrative officers. To them and to the staff I am indebted for another year of exceptional unanimity in the attainment of our professional objectives.

Respectfully submitted,

JAMES E. RUSSELL,

Dean

June 30, 1925

SCHOOL OF EDUCATION

REPORT OF THE DIRECTOR FOR THE ACADEMIC YEAR ENDING JUNE 30, 1925

To the Dean of Teachers College

Sir:

I submit herewith my report for the School of Education for the academic year 1924–1925.

The total number of students enrolled in the School of Education has been 2,900 (not including graduate students with majors in Practical Arts), as compared with 2,730 the preceding year. In Practical Arts there were 489 graduate students as against 430 in 1923-1924. The matriculated students of both schools in the Summer Session of 1924 numbered 3,759. Of the total number of graduate students in the School of Education during the academic year, 10 were enrolled as unclassified students, and 1,7341 indicated their desire to become candidates for the Master's or Doctor's degree. In addition, there were 1,156 matriculated unclassified students, of whom 563 signified their intention to apply for the degree of Bachelor of Science. In the preceding year, there were 1,582 candidates for the degree of Master of Arts or Doctor of Philosophy, and 17 unclassified graduate students.

During the year, the degree of Doctor of Philosophy was conferred upon 47 students, 27 of whom had taken the Master's degree at Columbia. In the preceding year, 40 doctorates were awarded; in 1922–1923, 14; in 1921–1922, 19; 1920–1921, 7; 1919–1920, 23; 1918–1919, 9; 1917–1918, 19.

For the academic year 1924–1925, 1,089 students in Teachers College received the degree of Master of Arts, 16 the degree of Master of Science, and 535 the degree of Bachelor of Science.

^{12,223} including graduate students with Practical Arts majors.

The total number of Teachers College professional diplomas granted during the academic year was 811. These diplomas are granted only in connection with a degree.

Of the 2.233 graduate students, 287 held the Master of Arts degree from Columbia University; 372 students held the degree of Bachelor of Science from Columbia University. A total of 450 institutions were represented, including the following: Hunter College, 137; University of Chicago, 49; Syracuse University, 48; Wellesley College, 43; University of Wisconsin, 42; Cornell University 40; Smith College, 40; College of the City of New York, 37; New York University, 35; University of California, 34; University of Michigan, 34; University of Missouri, 30; Harvard University, 27; University of Illinois, 27; Mount Holyoke College, 25; Ohio State University, 24; Oberlin College, 23; Leland Stanford University, 23; Vassar College, 22; University of Minnesota, 20; Adelphi College, 18; New York State College for Teachers, 18: Yale University, 18; Wesleyan University, 17; University of Kansas, 16; Northwestern University, 16; Princeton University, 16: George Peabody College for Teachers, 15: University of Nebraska, 15; University of Pennsylvania, 15; Brown University, 14; Dickinson College, 14; University of Texas, 14; University of Washington, 14; Iowa State College of Agriculture, 13; University of Iowa, 13; Bates College, 12; Colgate University, 12; Colorado State Teachers College. 12: DePauw University, 12: Iowa State Teachers College, 12: University of Kentucky, 12; Ohio Wesleyan University, 12; St. Lawrence University, 12; Simmons College, 12; Elmira College, 11; University of Indiana, 11; Kansas State Agricultural College, 11; Radcliffe College, 11; Bucknell University, 10; Pennsylvania State College, 10; Springfield Y. M. C. A. College, 10; Amherst College, 9; Colby College, 9; Dartmouth College, 9; Franklin and Marshall College, 9; Hamilton College, 9; Indiana State Normal School, 9; Kansas Emporia State Teachers College, 9; Middlebury College, 9; Muhlenberg College, 9; Rutgers College, 9; University of Ohio, 9; University of Southern California, 9; Swarthmore College, 9; Texas College of Industrial Arts, 9; University of Toronto,

9; Union Theological Seminary, 9; Boston University, 8; Bryn Mawr College, 8; University of Cincinnati, 8; Denison University, 8; University of Denver, 8; Goucher College, 8; University of Maine, 8; Missouri, Warrensburg, State Teachers College, 8; University of Oklahoma, 8; Peking University, 8.

In the choice of subjects other than Education pursued by Teachers College students in other parts of the University, the following departments proved most attractive: English, 844; History, 383; Psychology, 212; French, 198; Sociology, 168; Spanish, 118; Philosophy, 118; Comparative Literature, 115; Mathematics, 61; Chemistry, 60; Economics, 56; Architecture, 49; Music, 48; Latin, 41; Geography, 32; Astronomy, 32; Zoology, 26; German, 22; Physiology, 20; Government, 19; Anthropology, 18; Botany, 16; Chinese, 15; Geology, 15; Typewriting, 14; Italian, 12; Phonetics, 10; Advertising, 9; Russian, 8; Thirty-one other subjects were chosen by a smaller number of students. A total of 2,840 class registrations represents the interest of Teachers College students in other phases of university work.

Six meetings of the Committee on Instruction and one meeting of the Executive Committee have been held during the year. A total of 52 new courses has been approved: 22 for the academic year, 16 for the Summer Session, 12 for the Extramural Division, and 2 for the Inter-sessions. A new diploma title has been approved for Supervisor of Elementary and Kindergarten Schools; and the diploma title, Teacher of Physical Science, has been replaced by two new diplomas: Teacher of Physics, and Teacher of Chemistry.

By faculty action, the requirements for the degree of Bachelor of Science have been revised in view of changes which have occurred during the past decade in the kind and character of courses offered by normal schools and other teacher-training institutions. The normal requirements for the Bachelor's degree, for students who present two years of approved curriculum elsewhere, are as follows:

a) A major course or program in the particular subject in which the candidate elects to specialize;

- b) Courses amounting to sixteen points in English, history, and the natural sciences;
- c) Courses amounting to twelve points in the history and philosophy of Education and educational psychology.

The requirements for the degree of Master of Arts, also, have been revised in order to insure appropriate specialization for definite professional ends and the breadth of training necessary for educational leadership. The new requirements for the Master's degree authorize the faculty to require additional evidence of fitness for the degree aside from the completion of courses and the preparation of an essay.

The requirements for the several diplomas have been formulated definitely by the advisers and have been printed in a bulletin which is available now to students and staff.

Considerable progress has been made in the organization and conduct of unit courses. A larger number of students than previously have taken advantage of these courses and a number of new units have been offered. Starting with 30 unit courses in 1914–1915, the number has increased gradually each year. Fifty-two units were available during the year 1924–1925. The flexible nature of the unit courses is indicated by the fact that, since the year 1914–1915, 35 unit courses have come and gone.

The second group of students under training for the teaching and supervision of French returned in May from the University of Paris. Twenty-one students took advantage of the cooperative arrangement during the current academic year. The progress which this cooperative plan has made to date has exceeded the most sanguine expectations.

Through the Laura Spelman Rockefeller Memorial, funds have been made available for 15 scholarships in the field of Child Development. During the coming year, the 15 scholarship holders will pursue a program of instruction and research including work in the organization of a nursery school, health, nutrition, child psychology, parent education, and clinical procedure.

The Board of National Missions of the Presbyterian Church in the United States has announced a number of fellowships for individuals who may qualify as graduate students at Teachers College, and who desire to prepare themselves further for professional positions in social-religious work in immigrant communities.

Through funds made available by the International Institute, 4 candidates for the degree of Doctor of Philosophy under the Department of Educational Research will spend a number of months during the coming year in Europe studying foreign education. One student will study elementary education in Sweden and Denmark; one will be an exchange student-teacher at the Training College, Edinburgh, Scotland; one will study the support of public education in England and France; and one will study the professional preparation of teachers in Norway.

The services of the Professors Bonser, Carter Alexander, and Rugg of the Faculty of Education were given to the International Institute for the survey of public education in the Philippines.

Incident to the establishment of the Institute of Child Welfare Research, a number of the members of the Faculty of the School of Education have been drawn upon for advice and professional service. This opportunity for clinical work in the Institute is one which members of the staff cordially welcome. It permits contact with professional problems of great importance and assures students of clinical materials not otherwise readily available.

Certain members of the staff were offered an opportunity of participating in the conference called by the Dean on the content of normal school courses. Professors from the fields of English, Geography, Mathematics, and General Science were privileged to meet with teachers from their respective fields who came to New York for two days from normal schools in New Jersey, Virginia, Connecticut, Massachusetts, North Carolina, and Maryland. During the course of the year, our instructors in these fields will be in communication with the normal school teachers. One result of these conferences undoubtedly will be the further professionalization of our courses, looking toward the better preparation of normal school instructors.

Arrangements have been made with the State Teachers College at Harrisonburg, Virginia, for an advanced type of practice teaching and experimental work in English. A graduate student will spend a year in Harrisonburg Teachers College teaching English under the supervision of members of the Teachers College and Harrisonburg faculties.

It is a source of satisfaction to report that a number of candidates for the degree of Doctor of Philosophy are taking advantage of the opportunity to present dissertations of the field study type, as illustrated by the following:

Graded Participation in Student Teaching: A Teacher-Training Project carried out in the Public Schools of Aberdeen, S. D.

A Study of the Mill Schools of North Carolina.

Science and Education in China: A Survey of the Present Status and a Program for Progressive Improvement.

Part-time Types of Elementary Schools in New York City: A Comparative Study of Pupil Achievement.

The Supervision of Student Teachers of Religious Education. Measuring Efficiency in Supervision and Teaching.

It is a pleasure to record the following new appointments to the Faculty of Education: Helen T. Woolley, Ph.D., Director of the Institute of Child Welfare Research and Professor of Education; Bess V. Cunningham, Ph.D., Supervisor of the Educational Clinic and Assistant Professor of Education; Milton C. DelManzo, Ph.D., Associate in the International Institute and Assistant Professor of Education; Harry Dexter Kitson, Ph.D., Professor of Education; Arthur R. Mead, Ph.D., Visiting Professor of Education; Albert L. Cru, B ès L., Assistant Professor of French; and Frank W. Hart, Ph.D., Visiting Associate Professor of Education, Spring Session 1925.

Charles H. Farnsworth, Mus.D., Associate Professor and Professor of Music Education in Teachers College since 1900, was retired, at his own request, from active service from and after July 1, 1925. He has been appointed to the rank of Emeritus Professor from that date.

Professors Azubah J. Latham, Willystine Goodsell, Mary T. Whitley, Anna W. Ballard, and Elizabeth C. Cook have

been transferred from the Faculty of Practical Arts to the Faculty of Education.

The following promotions have been made: James F. Hosic, Ph.D., from Associate Professor to Professor of Education; J. Ralph McGaughy, Ph.D., from Assistant Professor to Associate Professor of Education; Carter Alexander, Ph.D., from Research Associate, Institute of Educational Research, to Associate Professor of Education; Daniel H. Kulp, Jr., Ph.D., from Associate in Educational Sociology to Assistant Professor of Education; Percival M. Symonds, Ph.D., from Associate in Education to Assistant Professor of Education; William D. Reeve, Ph.D., from Associate in Mathematics to Associate Professor of Mathematics; Adelaide T. Case, Ph.D., from Instructor in Religious Education to Assistant Professor of Education.

Leaves of absence have been granted to Professors F. G. Bonser, Carter Alexander, and Harold O. Rugg for the Spring Session 1925; to Professor C. T. McFarlane from February I to May I, 1925; to Professors W. C. Bagley and E. H. Reisner for the Winter Session 1925–1926; and to Professors Mabel Carney, Elizabeth C. Cook, E. K. Fretwell, and M. B. Hillegas for the Spring Session 1926.

Respectfully submitted,

ROBERT JOSSELYN LEONARD,

Director

June 30, 1925

SCHOOL OF PRACTICAL ARTS

REPORT OF THE DIRECTOR FOR THE ACADEMIC YEAR ENDING JUNE 30, 1925

To the Dean of Teachers College

Sir:

I submit herewith my annual report as Director of the School of Practical Arts for the academic year ending June 30, 1925.

According to the Registrar's records summarized in the annual Announcement of Teachers College, the total registration of regular students in the School of Practical Arts from September, 1924, to June, 1925, was 1,999, a decrease of 44 from the total of 2,043 and of 53 from the total of 2,052 for the year 1922–23. This total of 1,999 was surprising because, as stated in my report for last year, no freshmen or sophomores were enrolled after July 1, 1924. It is obvious that the decrease of 53 students in two years means that the School has gained 272 advanced students in place of the omitted freshman-sophomore group which had 325 students.

The regular students of 1924–25 were grouped as follows: graduate students, 489; junior-senior professional students, 761; unclassified professional students taking junior-senior courses, 749. In addition to the 1,999 regular students, 410 extension students, most of whom were teachers in service, were admitted to sections of technical courses for which their preparation was equivalent to that of matriculated students in the same courses; and 57 women, who enrolled as extension students, were members of non-credit classes for homemakers. The total number of students taking regular credit courses was 2,409. Cards of admission were granted to 646 auditors, not classified as students, who attended extension special series of popular lectures in fine arts and household arts and lessons in physical training conducted by the de-

partments of the School in coöperation with the Institute of Arts and Sciences of Columbia University.

The departmental distribution of graduate students in Practical Arts for four years is shown in the following table:

	1921-22	1922-23	1923-24	1924-25
Household Arts	91	147	175	168
Fine Arts	53	55	82	85
Industrial Arts Education	13	6	6	19
Music Education	14	16	22	42
Nursing Education	17	23	36	23
Physical Education	33	57	68	81
Practical Science	41	40	41	53
Health Education			• •	9
Practical Arts Education ¹	• •		• •	9
	262	344	430	489

The number of Teachers College diplomas in Practical Arts conferred in 1924–25 was 247 (1923–24, 258), 163 to holders of the Bachelor's degree and 84 to holders of the Master's degree; 242 of the diplomas were educational (for teaching or supervision) and 5 were technical. The distribution of the educational diplomas in Practical Arts by departments was as follows:

				1922-23	1923-24	1924-25
Household Arts				88	100	104
Fine Arts				30	51	33
Industrial Arts Education				11	12	10
Music Education				12	17	13
Nursing Education				21	25	32
Physical Education				40	40	37
Health Education						4
Practical Science				6	4	9
				20 8	249	242

In October, February, and June, 1924–25, the Bachelor's and Master's degrees were conferred by the University on 527 students whose major interest was in Practical Arts.

¹Under this heading are listed graduate students who have previously specialized in some field of Practical Arts, but are now studying general problems of teaching and administration in Practical Arts.

The figures in parentheses are those of 1923–24. Of 322 (324) who received their Bachelor's degree, 305 (318) were women and 17 (6) were men. The Master of Arts degree was conferred on 170 (181) women and on 19 (13) men. The Master of Science degree was conferred on 16 (14) women, most of whom were students in practical science.

The most important event in the School of Practical Arts during this year has been a radical change in admission requirements for undergraduates and a corresponding increase in advanced courses offered for graduate students and open also to mature undergraduates with teaching experience. As recorded in my report for last year, the first two years have been completely eliminated, and since July 1, 1924, the minimum requirement for matriculation for the degree of Bachelor of Science has been two years of approved study in a college, a technical school or normal school in advance of a standard high school.

This change in admission requirements has been followed in the past two years by a marked increase in the number of graduate and other advanced students in all departments of the School of Practical Arts.

With the exception of less than one hundred and fifty students who graduated from high school only three years ago, the great majority of students now in all departments in the School of Practical Arts are prepared for the courses (numbered between 99 and 200) which are offered for the average candidates for a Master's degree. There were 489 graduate students registered this year and between 800 and 900 undergraduates prepared for the 99-200 courses. therefore seems logical to require as a minimum for admission to our professional courses in Practical Arts four years of college study or two years of approved study plus at least two years of teaching experience, and to omit all except certain prerequisite technical courses designed for young undergraduates. Such a fundamental change in admission requirements and in courses offered has been recommended by the Faculty and approved by the Trustees and will go into effect on July 1, 1925.

A number of strictly undergraduate courses which will be offered in 1925-26 for the last of the four-year students who are completing their undergraduate work will not be offered in succeeding years. Beginning in September, 1926, most of the courses under the Faculty of Practical Arts will be adapted primarily to students who have completed four years of study in institutions of college rank; in other words, the main work of the School of Practical Arts will be essentially on a graduate basis. However, mature students without Bachelor's degrees, who have completed two or three years of approved study in colleges, normal or technical schools and who have had at least two years of satisfactory teaching or other professional experience, will be admitted to the courses for which they are prepared, and will be permitted to credit such courses towards the Bachelor of Science degree. Stating the requirements in other words, the minimum requirement for matriculation for the Bachelor of Science degree will be two years of approved study after four years of satisfactory work in high school and also not less than two years of approved professional experience.

Like most departments under other faculties of the University, the School of Practical Arts must offer two groups of courses which are credited towards the Master's degrees. One group consists of advanced courses (numbered above 200) which are adapted to students whose major interest as undergraduates was in the same field. At least nine points of such advanced courses are required in any program for either Master's degree. The other group of courses (numbered from 99 to 200) are the so-called senior-graduate courses and these may make about two-thirds of the program for a Master's degree of students who have completed only the minimum prerequisites and have not specialized in their undergraduate programs.

It now appears that several departments must continue to offer one or two introductory technical courses which are prerequisite to other courses in special fields. These courses will be open without credit to graduate students who have not had the prerequisites to graduate courses, but they may be credited towards the Bachelor of Science degree.

The above statements regarding matriculation for the Bachelor of Science degree apply to all students in Household Arts and Household Arts Education, Industrial Arts Education, Health Education, Nursing Education, Physical Education, and Practical Science. In Fine Arts and Fine Arts Education and in Music Education, Teachers College will admit on probation selected students who have completed two or three years of approved study after high school, but who have not had experience in teaching. If such students of Music and Fine Arts demonstrate exceptional ability in technical and educational courses they will be matriculated for the Bachelor of Science degree; but will not be considered for Teachers College diplomas for teachers of fine arts and school music until they have had two or more years of successful teaching experience.

The reorganizing of the work in Music Education projected in my last report has progressed satisfactorily during this college year. The affiliation with the Institute of Musical Art has been successful from the standpoint of both institutions. The Institute has given to regular students of Teachers College instruction in theory and technique of music amounting to 393 points. For the coming year more than thirty courses will be offered each Session to students of Teachers College who go to the Institute for instruction in the theory and technique of music. Ten of these courses are for graduate students who wish to extend their knowledge of music while taking their major work in music education at Teachers College.

The announcement that the School of Practical Arts will this year cease to be a four-year undergraduate college and will limit its work to training of teachers and leaders in Fine Arts, Household Arts, Industrial Arts, School Music, Nursing Education, Health Education, Physical Education, and Practical Science naturally raises the question as to the logical relationship of the departments named above and their grouping as a special school of education within a teachers

college. In answer one may ignore the now historical meaning of the name of the School, and point to the fact that all of the departments included constitute a natural group with many logical bonds tending toward cooperative effort. They are all departments of practical arts according to the broader definition which presents practical arts as consisting (I) in knowledge or truth selected from the sciences (natural, social and aesthetic) and arranged for practice; and (2) in skill or neuro-muscular technique in certain actions which are involved in adapting the applicable truths of the sciences to the practical uses of human life. In short, practical arts consists in useful knowledge and practical methods of applying that knowledge. This is obvious in every field represented in the Faculty of Practical Arts. For their usable knowledge they draw in various proportions and combinations from the sciences (natural, social and aesthetic) and all emphasize the teaching of skill or practice, without which application of the selected practical knowledge would fail.

There is, then, in subject matter and methods a logical reason for the close association of the departments now under the Faculty of Practical Arts of Teachers College, and they must inevitably follow common aims and ideals even if the administrative machinery which was built up for an undergraduate college becomes obsolete.

A number of changes in the Faculty of Practical Arts should be placed on record in this report. On July 1, 1925, Professors Charles Hubert Farnsworth and M. Adelaide Nutting were, on their own petition, placed on the retired list with the rank of emeritus professors. Professor Farnsworth served the College for twenty-four years as head of the Music department, and Professor Nutting served eighteen years as organizer and head of the department of Nursing and Health, which is now Nursing Education. Professor Peter W. Dykema, who during the past year has been a visiting professor on leave of absence from the University of Wisconsin, has been appointed Professor of Music Education, and Professor Isabel M. Stewart has been promoted to Professor of Nursing

Education on the Helen Hartley Foundation. Miss Elizabeth C. Burgess has been promoted from an instructorship to the rank of Assistant Professor of Nursing Education.

Respectfully submitted,

M. A. BIGELOW,

Director

June 30, 1925

COLLEGE OF PHARMACY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1925

To the President of the University

SIR:

I have the honor of submitting the following report of the School of Pharmacy for the academic year 1924–1925.

The year's events in the field of pharmaceutical education have contributed to bring about basic and permanent changes in our work which are likely to affect our entire future activities. These changes are of special interest to the University, since it is the work of the classes in that department that has been most affected.

Our Faculty has long regarded the two-year course, leading to the so-called degree of Graduate in Pharmacy, as being quite inadequate for the accomplishment of its purposes, and we welcomed a proposal that the pharmacy schools of this country should unite in the substitution of a course of three years, beginning with the year 1925. The announcement of our intention to participate in this advance was met by objections from the other pharmacy schools of this state, which desired to postpone the change until a later year. The State Education Department, acting judicially, indicated a number of cogent reasons why we should pursue the latter course. Since these reasons appear to be imperfectly understood, both within and outside of the University, it seems desirable that they should be briefly reviewed in this report.

We were reminded that the New York statutes, and the equally binding regulations of the Education Department, provide that the only degree to be conferred for a three-year pharmacy course should be that of Pharmaceutical Chemist, and that a two-year course should be maintained leading to the degree of Graduate in Pharmacy. While it is not likely

that these provisions would have acted as a legal stay against our inauguration of the proposed three-year course at this time, it was held to be proper that we should withhold action until the pharmaceutical interests of the State should act together.

We were also reminded that loyalty to our charter obligations required that we make all reasonable endeavor to care for all applying to us for admission from this State. Inasmuch as we have been forced to turn away many applicants during recent years, and since the division of our limited accommodations among three instead of two classes would necessarily reduce our annual matriculation, it was felt that we should continue for a time upon the two-year basis.

In view of these considerations we entered into an agreement to defer the proposed extension, provided that such postponement should not extend beyond the year 1928.

While thus conceding the main point, we were anxious to escape certain serious results that naturally tended to follow. With most of the state authorities demanding a diploma from a three-year course, our graduates, under the above agreement, would be eligible to license in but few places outside of New York. Aside from the consideration of such disqualification, many of our students desired better opportunities than those afforded by the two-year course.

After long consideration, we determined to make a large increase in the accommodations for the students in our three-year University Class by providing for a membership of 130; this number was one third of the total matriculation for the year. In this way, we have converted an embarrassing situation into an opportunity for introducing a great improvement in the organization of our work. From a financial point of view, the arrangement is disadvantageous, since it imposes an additional year of instruction upon these 130 students with no corresponding increase in total attendance, because of limited accommodations. We also faced the danger of less than 130 applicants appearing, in which case our total attendance would be reduced to that extent. Happily, this fear has not been realized. One of our pleasantest experiences has

been the reception accorded by the students to our invitation. It is already clear that we shall have a large excess of applications for the 130 places in the University Class.

From an educational point of view, the results are satisfactory. Our participation in the annual commencements of the University hereafter will be increased. So far as the University Class is concerned, the Ph.G. degree will be entirely abrogated, since the only degree hereafter conferred on these students will be that of Ph.C.

Under the new arrangement, all the work of the University Class will be performed separately from that of the College Class, a desideratum that has long been cherished, by both the University authorities and this school. Since this segregation is a basic requirement to baccalaureate standing, we have reason to expect a marked increase in the membership of the fourth-year class. For the same reason, our claims for the establishment of a graduate course become greatly strengthened.

That our graduating class of 1925 is not only the largest in our history, but probably the largest on record for any pharmacy school in the world, is a result not altogether of our own seeking nor wholly to our liking. We have made a great effort to care for as many as possible of those applying for admission, since our relations with the State from which we derive our charter require this of us, but we welcome a condition that will result in more and better instruction of a smaller number.

One of the most pleasing results of the year has been the securing of a better understanding between the University authorities and ourselves as to the valuation of some of the work done in this school, as the basis of admission to graduate study in the University. With a full recognition of the fact that work in a professional school is not, per se, a suitable preparation for the graduate work of Columbia, we do sometimes find it highly desirable to assist a capable and ambitious student in his endeavor to secure the Master's or Doctor's degree. In such cases, we have been strongly of the opinion that some of the work done by our students is of a

sufficiently broad character to be entitled to a higher rating in University points than has been accorded it. It has been somewhat depressing for us to feel that this misunderstanding has existed generally throughout the University and that it has worked to the disadvantage of both parties. A thorough revision of the subject made this year has justified our belief and it has been decided that in special cases of exceptional merit, our Bachelors of Science in Pharmacy may be admitted to graduate study with a credit of 55 points toward the baccalaureate degree of Columbia College.

This incident suggests again the urgent need for an adequate graduate course in this school, leading to the degrees of Master and of Doctor in Pharmacy. With such a provision, there would exist no necessity, and little justification except in extreme cases, for admitting our students to other graduate courses of the University. We have tried, at various times, to carry a graduate course. Before the recent elevation of the standards of pharmaceutical education, we felt justified in awarding the Doctor's degree for qualifications that now appear quite inadequate. In accordance with this changed view, we have felt obliged to discontinue graduate courses until they can be organized on a suitable basis and maintained adequately, although we are prepared to supply advanced instruction to special students. During the past year, we have not only studied out the requirements for a graduate school, but have begun an effort to find the necessary financial support; an effort that will be continued until it shall have met with success. It is our belief that such a graduate course should be open to our students only when they have added to their professional credits, secured here, an amount of general academic credit equal and similar to that required for admission to graduate study elsewhere in the University. The actual work of such a graduate course should be largely elective, according to the field of professional activity for which preparation is being made. One of the most important lines of such preparation is that of pharmacy teaching, for which a combined course of pharmacy and education should be pursued.

The greatest difficulty is experienced, not only by ourselves, but by the pharmacy schools of the entire country, in securing properly qualified instructors. Mere pharmacy graduates are but rarely possessed of that education and training requisite in a good teacher, while those possessing such advantages are wanting in professional qualifications. In this direction, an opening seems to have been afforded this School in the election of a member of its Faculty to a seat in the Faculty of Pure Science of the University. Under this arrangement, it seems appropriate for graduate students of the University to select courses offered by the Pharmacy School, and we are hoping that students of Teachers College may find the progressive and profitable work of the American pharmacy schools an attractive vocation. The teaching positions in these schools now number more than 1000, with salaries ranging from \$1500 to \$7500.

Progress has been made this year in advancing our examination requirements, and the award of two of our more important and substantial prizes has been withheld, no candidate having shown suitable proficiency. For the first time, our leading prize, the Albert Plaut Fellowship, entitling the winner to a year of study in a foreign University, has been won by a woman, Miss Helen Augusta Timmerman, who has chosen the University of London.

Our Faculty, like all other properly minded educational bodies, has viewed with concern the reversion to slavery of one of the southern states of our Union, a slavery of intellect and morals akin to, but of a more refined character, and therefore more vicious, than that which has left so black a stain upon her former history. Tennessee's gross offense against civilization is supported by similar tendencies in a number of other states, which appear decidedly threatening. Believing that, on general grounds, this assault of ignorance, stupidity and tyranny against intellectual industry and sincerity should be met by aggressive, as well as defensive action, we find special reasons why pharmacy schools should take steps for protection against physical dangers that would tend to result from the general extension of so pernicious an influence. We

feel disposed to refuse recognition of any educational credentials issued by such states, or by any official person or body acting under their jurisdiction. We believe that this course should be taken by all American universities that are free to do so. In a school engaged in preparing men for professional work in which the slightest deviation from scientific accuracy may result fatally, it would certainly be an evil policy to recognize as valid a preparatory training of which the fundamental principle is that recognition of facts is non-essential; that truth may be set ruthlessly aside to secure a reward offered for such treachery, or to escape a penalty inflicted for refusal to engage in it.

A very notable acquisition to our College equipment during the year is the donation by the German Apothecaries' Society of this City of its fine library of some 800 volumes. Aside from the great intrinsic value of this library, its donation is a gratifying illustration of the recognition that is being accorded to the educational activities of our school. The gift means that this Society, composed of exceptionally well-educated pharmacists, is aware of the great value of our pharmaceutical library to the visiting public as well as of its extensive use by our students.

Respectfully submitted,

H. H. Rusby,

Dean

June 30, 1925

SUMMER SESSION

REPORT OF THE DIRECTOR FOR THE SUMMER SESSION OF 1925

To the President of the University

SIR:

As Director of the Summer Session I have the honor to submit the following report of the twenty-sixth Summer Session of the University which opened July 6 and closed August 14, 1925.

The report of the Registrar includes the statistical record of the Session. (See pages 369–374.) Outstanding figures are: (1) the enrollment of 12,720 students as against 12,916 for the attendance of 1924; (2) the percentage of men and women, 32.43 and 67.57 respectively; (3) the wide territorial distribution with 8,702 students from outside of New York State, with 2,552 from the North Central Division (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin), and 271 students from foreign countries. Of the students in attendance 48.56 per cent had taken work at the University previously.

The noteworthy features of the figures just cited are in the first place a slight decrease in enrollment, 1.5 per cent, or in numbers 196 from the Session of 1924. The causes of this decrease are hard to determine, but the increase of fees from eight to ten dollars per point is doubtless a contributing factor. Of the thirty Schools in the Association of Summer Session Directors six showed a decrease in 1925 ranging from 1 to 4.7 per cent; on the other hand significant increases ran from 38.7 per cent for New York University, 19.9 per cent for Missouri, to 6.1 per cent for Minnesota and down to .4 per cent for Johns Hopkins. A second point of interest is the shift in largest enrollment by territorial divisions from

the South Atlantic to the North Central Division. Still other items of note are that the percentage of men in attendance is increasing and that the number of students who had previously taken work increased over ten per cent.

Enrollments of Schools showed no marked differences. The School of Business continues to register a smaller number than might be expected. A general orientation course in business was introduced and proved fairly successful. This experiment will be continued since three years are frequently necessary to properly try a new course.

The work in public health given in 1924 and 1925 has not proved a success in point of numbers. A six weeks' period is probably too long to serve the doctors and nurses in public health whose vacations rarely exceed a month. In 1926 short intensive courses of one to three weeks will be offered in continuation of the experiment.

Other interesting statistics of the Summer Session of 1925 include 504 instructors (363 men and 141 women) together with 117 assistants (64 men and 53 women); in the Demonstration School there were 4 High School teachers and 20 Elementary teachers. The composition of the instructing staff was marked by the attendance of three instructors from foreign countries. There was a total of 264 instructors from outside the University.

A total of 854 courses was offered. In addition to the regular courses there were 137 lectures given as recorded in the Weekly Bulletins of the Summer Session:

Museum of Art Peripatetic Discussions	(2
Museum of Art Lectures (Miss Carey)	4
Miscellaneous	33
Rural Education	6
Romance Languages	81
Americanization Conferences	5
Religious Organization Conferences	
Physics Colloquia	
History Department Lectures	
History Department Moving Pictures	-
Informal Musical Gatherings	
Greek and Latin Department	5

Philosophy											5
Mathematics Conferences						•					4
Grotius Lectures	•	•	•		•			•			3
Total lectures									_		137

The State Clubs organized promptly and carried on their work effectively. The burden of administration for their officers is considerable. We shall, hereafter, need to provide such executive assistance for the Clubs as will care for the detailed features of their work. The general direction of the Clubs is in the hands of the Director of Earl Hall who has been markedly successful in this as in other phases of his activity.

The following exhibits and musical programs were given: National Child Welfare, Earl Hall, throughout the Session; Etching Exhibit by Kennedy and Company, Avery Library, July 27 to August 14; Book Exhibit, Auxiliary Gymnasium, throughout the Session; Grotius' "De Jure Belli ac Pacis," Avery, July 13 to July 24; Botany, Dr. E. Ha-Reubini, Exhibition of Eastern Biblical and Historical Plants, July 21 to July 24; three Organ Recitals were given in St. Paul's Chapel; the annual Music Festival which included a Symphony Orchestra concert, Recital of Church Music, and the production of "King Olaf" by the Summer Session Chorus. In addition, the Letz String Quartet and Jolliffe Vocal Quartet each gave a concert.

Excursions were conducted in and about New York City with a total of 12,217 participants. The West Point excursion included 1,921 students, and 584 were taken to Atlantic City.

Special features in the program of instruction in 1925 were an unusually comprehensive offering in the Department of History supplemented by daily public lectures by some member of the Department and by the showing of three of the Yale University Series of Historical Films. In advertising a course was presented under the general direction of Mr. H. B. LeQuatte of Churchill-Hall Incorporated and with the coöperation of special lecturers including: Charles Edison, Daniel Starch, Louis Wiley, I. H. Bander, H. S. Gardner,

Harry Tipper, Gilbert Kinney, Clyde S. Thompson, Alfred Jones, Gilbert T. Hodges, Thomas J. Grace, Mrs. C. L. Overman, James Gould. In spite of the excellence of the course in advertising the registration was small and the students in attendance were largely without previous experience. Various experiments in advertising instruction lead me to believe that the work in that field has not yet become sufficiently recognized as a profession requiring specific training to make possible either a very wide or a very specialized development in the University curriculum at the present time.

The appended table showing housing conditions in 1921, 1922, 1923, 1924, and 1925, still indicates a marked difference in the dormitory rates for men and for women. The average charge for men in the dormitories is \$6.06 per week; in the Barnard dormitories for women, \$9.26; and in the Columbia dormitories for women, \$7.36.

HOUSING—DORMITORY ACCOMMODATIONS SUMMER SESSION

Men's Dormitories

	Nu			tuder dated		Room rent per week on six weeks' basis Approximately									
	1921	1922	1923	1924	1925	1921	1922	1923	1924	1925					
Bancroft				20	27				\$6.86	\$6.86					
Hartley	307	314	317	305	302	\$6.00	\$6.00	\$5.41	5.75	5.66					
Livingston	290	308	314	301	304	6.00	6.00	5.41	5.75	5.62					
Morris	80					6.00									
Tompkins		115					6.00								
Furnald			296	282	283			5.41	5.75	6.11					
				-	_										
Total Men	677	737	927	908	916										

Women's Dormitories

						1				
¹ Bancroft	186	239	232	2109	²96		\$7.70	\$9.17	\$6.86	\$6.86
¹ Seth Low	270	292	351	364	363		7.12	7.17	5.85	5.85
Emerson	89	89	92	88	87	Board				
Lowell	28	28	30	28	40	and	14.33	14.33	14.50	14.50
Whittier	345	347	353	347	365	Room				
	918	995	1058	936	951					
Hewitt					119					\$10.18
Brooks	102	109	116	117	109	\$7.50	\$8.18	\$8.19	\$8.17	9.61
John Jay		117	138	143	127	7.50	8.18	8.19	7.83	7.99
	102	226	254	260	355					
Johnson					358					\$8.20
Furnald	278	278				\$6.00	\$6.00			
Tompkins	88		142	152	183	6.00		\$7.17	\$7.20	7.04
Morris		102	137	138	77		6.00	7.17	7.59	6.90
	366	380	279	290	618					
Total women:	1386	1601	1591	1486	1924					
Total men and women in										
dormitories:	2063	2338	2518	2394	2840					

Off-Campus Rooms

Women	\$8.60	\$8.60	\$8.64	\$8.50	\$8.30
Men	8.60	7.60	7.17	7.50	7.64
Total Summer Session enrollment.		12,567	12,675	12,916	12,720
Number of students from outside					
N. Y. C		9,817	9,872	10,237	10,014
Percentage of students from out-					
side N. Y. C. accommodated in					
dormitories	22.03	23.8	25.5	23.3	28.36

¹Six weeks' rental at this figure entitles to eight weeks' occupancy. This figure includes students only. Relatives are not included.

The Summer Session continues to fulfill, as in every year since its inception in 1900, the expectation of President Butler that it would afford training to thousands of teachers and to many students who find it desirable to shorten the time of their college or professional training. In the enterprise the entire University coöperates and many departments find in students starting their work in one or more Summer Sessions and subsequently completing it during the academic year, one of the ablest groups working under their direction.

Respectfully submitted,

Jони J. Coss,

Director

September 30, 1925

UNIVERSITY EXTENSION

REPORT OF THE DIRECTOR FOR THE ACADEMIC YEAR ENDING JUNE 30, 1925

To the President of the University

SIR:

I have the honor to present herewith the report of University Extension for the year 1924-1925.

The past year opened with an event of more than ordinary interest. I refer to the completion of the new building, the School of Business. This event meant much to the general administration of University Extension for accommodation was furnished for the officers of administration of this branch of the University's activities. On the first or campus floor a large office is assigned to the Director adjoining the principal office for the reception of students. That of the Director measures 28 feet by 19 feet, the larger administrative room being 61 feet by 29 feet. The latter room is the office of the Associate Director, the Assistant Directors and the various departmental supervisors and student advisers. This room also is used for consultation with students during the entire year but especially at registration periods. The members of the clerical staff occupy a small room within easy access to the larger office. The office of the Institute of Arts and Sciences is also on this floor. This branch of University Extension is therefore close to the McMillin Academic Theatre on the floor below which furnishes a suitable auditorium for the Institute.

Commodious offices are of great necessity in the conduct of the work of University Extension as the large number of students now attending these classes, at Morningside Heights, recorded as about 15,000, implies a very large body of those who must receive advice so that they may select classes suited to their needs. The personal and human touch is essential in all University interests but especially in University Exten-

sion where contact with the students tends to be merely accidental. This close and persistent interest in the welfare of the student goes far toward making the comparatively incidental and trivial contact with the University a vital force and an element in the intellectual development of these students. Hence the great value and importance of large and convenient administrative offices. This is the third transfer in office space since the University took charge of University Extension in 1910. We were first assigned to Room 109 Library in the basement of that building, then we were given a class room in the Philosophy Building. As our activities increased we were given very large rooms in University Hall, as these were convenient to the general administrative offices. Nevertheless they were inappropriate in many ways. Today the administration of University Extension is concentrated in the new building which by reason of its numerous class rooms and proximity to Broadway and the Subway is particularly adapted to the needs of University Extension classes which are held in the late afternoon and evening.

The administration of Home Study is as yet restricted to the dwelling house on 117th Street modified for offices. This branch of University Extension is expanding so rapidly that it is outgrowing these rooms not originally adapted for office use. It will be necessary ere long to add another of the houses on 117th Street or assign Home Study to rooms in one of the newly constructed buildings or to space left vacant by those who are transferring to their new quarters. Home Study will need a building especially adapted to its peculiar needs if the growth is similar to that of its recent history since adult education is now forming such a significant part of the service of the University to the community.

During the past winter we have been compelled to give unusual attention to the question of administration and administrative control. This was due to the withdrawal of two of the Assistants to the Director, Professor Frank A. Patterson and Professor Meta Glass. The former has been an active Assistant to the Director since 1912 and during the early years of the development of the work has been the

immediate representative of the Director. It is a matter of regret to those who know of his service to the University in this capacity that ill health has compelled Professor Patterson to withdraw from executive activity. He will now confine himself to teaching and scholarly work. We also regretfully report the withdrawal of Professor Meta Glass to become President of Sweet Briar College in Virginia. Miss Glass came to Columbia as Assistant to the Director of University Extension in 1920. She graduated from Randolph-Macon Woman's College in 1899 and received her degree of Doctor of Philosophy at Columbia University in 1913. She has held the position of Assistant Professor in Classics at Randolph-Macon and at Columbia University. Miss Glass combines scholarship with rare executive ability and is thus splendidly adapted for her new position-all of which implies a great loss to Columbia University. We have asked Miss Mary Delia Hopkins to take the place left vacant by the resignation of Miss Glass. Miss Hopkins has a similar history as a student of the Classics to that of her predecessor. A graduate of Bryn Mawr College in high standing she gave two years to graduate work at Columbia. She has had experience of a number of years of successful teaching at Bryn Mawr, Granger Place School, Canandaigua, New York, the Baliol School, Utica. New York, and at the Veltin School, New York City. More recently Miss Hopkins has engaged in work with the National Consumers' League, the Federal Children's Bureau and as scientific assistant in the U.S. Public Health Service prepared in collaboration with Miss Goldmark, Health Bulletin No. 106, and has just completed a bulletin on Night Work of Women for the Federal Women's Bureau.

The administrative duties which devolve upon the Director are so arduous as to call for a special plan of administration which of necessity changes as our work develops. It must be remembered that 19,163 students in all were enrolled in University Extension during the past year. The present arrangement is as follows. For the general Extension work at Morningside Heights we rely upon three Associate Directors, two Assistants to the Director, and departmental representatives.

Professor Katharine C. Reiley is in immediate charge of women students and Miss Hopkins will be her associate. Professor J. A. Northcott and Mr. Merle M. Hoover will care for the men students at Morningside. With them will be associated the following departmental representatives and supervisors: Dr. D. L. Clark, English; Professor F. A. Patterson, English; Professor F. C. Callcott, Spanish; Mr. Peter M. Riccio, French; Mr. Schuyler C. Wallace, Government; Professor S. J. Kiehl, Chemistry; Dr. Joseph L. Holmes, Psychology; and Professor E. M. Earle, History; Professor Herbert N. Shenton, Sociology.

The Institute of Arts and Sciences is under the direct control of Mr. Milton J. Davies, Associate Director. Home Study is in charge of Mr. Levering Tyson, Associate Director.

For extramural departments the Pre-Law courses at the Brooklyn Law School are in charge of Mr. Robert M. Lester and the Pre-Medical courses at Long Island under Professor John H. H. Lyon. The representative of the Director at the New York Chapter of the American Institute of Banking is Professor Edward M. Earle.

This is the administration of University Extension at the present time.

The clerical staff in the office of the Director consisting of eight persons is under the care of Miss Fidelia Taylor, who assisted by Mrs. E. O. Koster, is business manager handling the intricacies of the large budget for the Director.

I desire to call attention to the deserved promotion of three of our administrative officers, Professor Katharine C. Reiley, Mr. Milton J. Davies, and Mr. Levering Tyson.

Professor Reiley has had a unique preparation and is well equipped for her difficult task. She is a graduate of Vassar College, had a year of graduate study at Johns Hopkins University and received her degree of Doctor of Philosophy at Columbia University. She has been Head of the Classical Department in Brooklyn Heights Seminary, Veltin School, New York, and Bryn Mawr School, Baltimore. At Columbia University she has been Assistant to the Director of University Extension since 1914. She is also Adviser of

Women in the School of Business and Assistant Professor of Greek and Latin.

Mr. Milton J. Davies is a graduate of the University of Chicago and since his graduation has been engaged in educational work in various fields. He has made a special study of Adult Education, particularly along the lines of intellectual entertainment for busy men and women. Mr. Davies is an expert in his field.

Mr. Levering Tyson is a graduate of Gettysburg College and has his Master's degree from Columbia. He has taken upon himself the important task of building up Adult Education on the Home Study side. This work demands extraordinary tact, energy and vision, all of which characteristics we believe Mr. Tyson possesses.

In the report of this year it would be well to consider the record first of that part of University Extension centering immediately around the University at Morningside, intramural in character, and again on the other hand the extramural activities. A brief résumé will aid in making clear just what the University is accomplishing through its Extension service. First, at Morningside, there are the numerous classes in many subjects principally those of general cultural import. These form the great fundamental achievement and adapt themselves in a most unique manner to the various parts of the institution, Columbia College, Barnard College, Teachers College, the School of Business, School of Law. School of Journalism and the Graduate Schools. There is here also an extraordinary appeal to those who are in want of intellectual assistance but cannot for various justifiable reasons enter the schools of the University. Beyond this there are many who as adults want intellectual stimulus. Then the Institute of Arts and Sciences considers those who can attend short lecture courses or incidental lectures and who are not able to attend at regular class hours. Finally we turn to Home Study which has its center of control at Morningside but reaches out to students in every part of the country. So much for Morningside Heights.

The extramural service is represented by the pre-medical courses in Brooklyn at the buildings of the Long Island College Hospital and the pre-law courses given at the rooms of the Brooklyn Law School. Under the educational control of the University are courses in practical banking offered for the American Institute of Banking, the New York Chapter. Then there are the short graduate medical courses administered by University Extension and conducted by the School of Medicine at various hospitals; courses given in coöperation with the American Academy of Dramatic Arts; and finally the incidental classes held in various towns and cities at a distance from the University. In all these parts of University Extension it seems that the opportunity for growth is without limit.

It is impossible for me to give in detail an account of the activities of our department at Morningside. It will be useful, however, to recall certain facts of administration associated with the care of women students. Over 3000 women are registered annually each Session in the classes at Morningside in University Extension. All of these must be classified and properly advised. Some come for pre-professional training, others desire some time to become candidates for degrees, some want state qualifying certificates, many are attending because they enjoy the liberal educational facilities. We must have, therefore, a most complete student follow-up system, absences must be noted, examination reports studied, and suitable recommendations made and advice given particularly in special cases. Beyond this, there are social duties and service.

We must have much to say about where our students live. We place them in the residence halls as far as is possible. We investigate the lodgings and boarding houses and restrict our students to those which have the approval of the University Residence Bureau. Our assistants visit those living outside of the residence halls and keep in contact with them, chaperon groups and clubs at dinners and dances and other entertainments on or off the campus. The University Extension students are so unorganized as a body socially that

the advisers find it their primary duty to create a feeling that the University is interested in their welfare and their life at the University.

This service for the women students is virtually duplicated in the case of the men.

I desire to report on the work of certain important departments and in this manner convey some idea of the progress of this portion of University Extension. The largest number of students is found in English; the registration for both sessions being 8,747. This subject is set forth in courses classified according to the needs of students as follows, Courses for Non-English Speaking Students, Preparatory Courses for College, Business English, Collegiate Courses in Composition, Special Courses in Writing, Oral Composition, Collegiate Courses in Literature, Comparative Literature, Graduate Courses. Those designed for non-English speaking students have been attended in one session by 300 students who form a unique and interesting group; among them bankers, diplomats, teachers, from Hungary, Colombia, Peru, Sweden, Esthonia, Persia and many other countries. The courses are of necessity given in small sections by teachers peculiarly qualified for such service.

The collegiate courses in English are most skillfully handled by a competent corps of instructors. They aim to have close personal contact with their students. A syllabus and a volume entitled "Freshman Readings" by Mr. Loomis are designed especially for these classes.

The Special Courses in Writing have led to the organization of the Writers Club of over 600 members which brings together very capable students of writing. The instructors, persons of distinction as writers, include Hatcher Hughes, Kenyon Nicholson, Ernest Brennecke, Helen Hull, Glen Mullin, Angus Burrell, Dorothy Brewster, Dorothy Scarborough, and Blanche Colton Williams, who have shown ability in practising the art of writing as well as teaching it.

The Writers Club published in April its second anthology entitled "Copy 1925." This work contains stories, plays, poems, essays selected from the published work of the mem-

bers of the Writers Club of Columbia University and edited by Professor Donald L. Clark. Much attention has been given by students in the Courses in Writing to dramatic art. Two dramatic evenings were enjoyed by the Club during the year. "Growing Pains" by Eric Mills, a student, was skillfully produced by Kenyon Nicholson, and a series of one act plays was given by the students under the direction of Mrs. Estelle Davis. We are also closely associated with the Academy of Dramatic Arts and reciprocal advantages are furnished the students of the Academy and the University. We need a theatre now for the development of this part of instruction in English.

Our class in Juvenile Story Writing is now known so widely and so favorably that many of the stories written by members of the class are in demand for publication in the best juvenile

magazines.

The Department of History of the University has taken the keenest interest in University Extension aiding the Director in requiring the highest standards of instruction. It has been the custom of members of this Department of professorial rank to take part in University Extension. Our classes have had the advantage of contact with the most prominent professors and have been conducted with the same scrupulous regard for academic achievement as in any other part of the University. In 1920-1921, 27 courses were offered with an attendance of 1386. In 1924-1925, 36 courses were given with an attendance of 2300. The staff which has been built up for Extension classes is not only noted for effective teaching but has contributed to the scholarly reputation of the University by publishing works of importance.

In the classes in chemistry in University Extension, 900 different students were registered. In two courses it was necessary to close enrolment after the first week of registration because of lack of laboratory space. The standard set is that of the best courses in Chemistry in the country. accomplished by careful selection of instructors and by a study of the needs of each student.

The utmost enthusiasm attends the work in Romance Languages. Professor John L. Gerig takes a personal interest in maintaining the work in University Extension on the same plane as elsewhere in the University. In all these classes the tendency has been to build up a fine scholarly staff especially qualified for this phase of University work. These instructors are encouraged to visit foreign countries and in various ways to prepare themselves for our special needs. The courses in Romance Languages are supplemented by clubs, attendance at which is open to our students. Of this character is the Instituto de las Españas, and the Institut des Etudes Francaises. The whole purpose of these associations is the increase of knowledge of the foreign tongue through contact with those who use their native language. I have briefly referred to the Departments of English, History, Chemistry and Romance Languages as representing the general subjects of liberal culture offered by University Extension at Morningside.

The past year has also witnessed the organization of courses in Real Estate as follows, History of Real Estate Development, Real Estate Transactions, Real Estate Law and Real Estate Management and Accounts. The instructors have been Mr. Harry Hall who is with William A. White and Sons. Professor Richard R. B. Powell of Columbia University and members of the Real Estate Board of New York and members of the Building Managers and Owners Association of New York. To these organizations and particularly to Mr. Hall we are indebted for the first series of courses in this subject given at Columbia. Their endeavor has been to give instruction in the subject of Real Estate along educational lines and not in the form of incidental lectures by specialists. If space permitted I would speak with like enthusiasm and in greater detail of Business, Germanic Languages, Government, Mathematics, Philosophy, Psychology, Sociology and Zoölogy. Those in charge of these subjects regard their opportunity in education as extraordinary and give to this part of their duties at Columbia a loyalty and devotion which deserve more than passing mention. It is this spirit which pervades all our contact with these eager students and renders University Extension at Columbia a great achievement in higher education.

I should turn now to the Institute of Arts and Science, the non-academic lecture division, which has just concluded its twelfth year.

Although the rates of subscription and the conditions of membership were changed whereby the enrolment fee was abolished and the ticket admitted only one person instead of two as hitherto, the attendance has been larger than heretofore and the membership the largest in the history of the Institute. The meetings have been held in the McMillin Academic Theatre in the new building of the School of Business. As was appropriate President Butler opened the year and the building by delivering the first address. His subject was "The New American Revolution."

The Institute has cooperated in the activities of a number of departments as follows, a mock court trial (School of Law), debates, including one with Cambridge, England (College Debate Council), an evening of Columbia poetry (Department of English), an evening of Columbia music (Department of Music), orchestral concerts (Columbia University Orchestra) and the usual lectures. The list of lecturers for the past year included publicists from many foreign countries, some lectures being given in a foreign language. New features of the program included a series of operas and a series of orchestral concerts by the American Orchestral Society. Two important concerts were given under the direction of Walter Henry Hall, Professor of Church and Choral Music. The first was Gerontius' "The Dream of Mary" given by the Chapel Choir and the second was Elgar's "King Olaf" by the Columbia University Chorus. For the second year short morning courses on special subscription were conducted by the Institute. Such were "Aspects of the Drama" by Brander Matthews; "Significant Current Books," and "New Testament Appreciation Today" by Richard Burton of the University of Minnesota; and "Theory and Practice of Politics" by Raymond Moley, Barnard College. Beyond these the Institute had its regular program of about 200 meetings of intellectual and cultural

character by well known lecturers and artists of first rank and the program seems to have met with hearty and generous approval. The lectures on current history claimed the largest audiences. The series of lectures on current events by members of the Faculty of Political Science was a new plan heartily welcomed by many who desire to hear men who are on the staff of the University.

In adult education we should be neglectful of a great body of eager students if we should consider only those who can attend our classes. For this reason the University has established that branch of Extension known as Home Study. doing this we recognize the weakness in this branch of educational work due to the lack of personal contact between the teacher and the taught. Our teachers appreciate this difficulty and conduct their correspondence with the students in such a manner as to bridge the chasm. In many instances a relationship is established closer than is common in class room experience. This year we have established a system of personal field representation by organizing a corps of men who can advise educationally those who indicate their desire for help. By this means we eliminate the chance selection of courses for which a student may be entirely unfitted. Proper selection and guidance at the outset will eliminate the possibility of many mistakes. Students appreciate fully the service rendered by the University through its representatives. They regard the University as a positive aggressive educational force that takes its public service function seriously.

Home Study on the educational side has made a notable advance in beginning the preparation of a series of courses of high or preparatory school grade. Many adults have never been trained in the elementary school and the high school. Hence, the importance of this step. We are building these high school courses on the material placed in our hands when we arranged to complete the work of the Extension Division of the United Y. M. C. A. Schools which had been undertaken as a post-war activity and finally turned over to Columbia. We have therefore aided the Y. M. C. A. and at the same

time placed ourselves in the position of building up preparatory courses for our Home Study students.

We have continued to experiment with radio broadcasting which is becoming more serious and is no longer regarded as a fad. Through experience of the past two winters, we are satisfied that there is a large radio audience awaiting educational offerings and opportunities. We shall continue this work so that Columbia may have its part in the development of the educational side of broadcasting.

A very serious aspect of our efforts in Home Study is the method by which we shall appropriately and satisfactorily reply to the many inquiries presented to us. In the past year we have had from various sources upwards of twenty-five thousand inquiries. Many do not want or need Home Study although they require advice on personal educational difficulties. We are faced every week with the necessity of replying adequately to the eager requests on various problems which enter into the lives of our questioners. We endeavor to help these inquirers to the best of our ability, relying to some extent upon members of our administrative and educational staff thus to assist any individuals who are in educational difficulty.

The registration in Home Study since its organization is as follows:

			-	1921-1922 1922-1923				
				I				

The subjects which were in demand for the year, 1924–1925, were various phases of business education, e.g., Accounting (114), Business Organization (41), Principles of Banking (192), Business Law (24), Economics (27). English has the largest number, Applied Grammar (80), Elementary English Composition (100), Business English (38), Technique of the Short Story (198), Magazine Articles and Newspaper Writing (96), Fundamentals of Composition (114), Survey of English Literature (23); Mathematics, e. g., Algebra (50), Actuarial Mathematics (49); Photoplay Composition (29);

Psychology (74); Romance Languages, e. g., French (51), Italian (17), Spanish (53); Scoutmastership (219); Secretarial Correspondence (41). This concludes a very cursory survey of our intramural activities at Morningside.

Our extramural courses have been of two types, first those of an incidental character given in a variety of localities at the request of teachers or superintendents of schools. These are generally of the professional educational type and are conducted by Teachers College. Courses in the subject matter are not as popular but nevertheless are in demand by those who do not simply have in mind promotion and increase in salary. Extramural courses of this character have been given at Allentown, Pa., Atlantic City, N. J., Brooklyn, N. Y., East Hartford, Conn., New Britain, Conn., Yonkers, N. Y.

A very significant extramural service of our department is accomplished by our contact more or less close with other institutions. For the New York Chapter of the American Institute of Banking we give supervision of educational effort, nomination of instructors appointed by Trustees of Columbia University and a general friendly interest which a great institution can readily offer. We have also as stated above coöperated with the American Academy of Dramatic Art which is still carried on along the lines so effectively established by the lamented Mr. Sargent.

In the buildings of the Long Island College Hospital we have maintained virtually a junior college offering courses designed to prepare students for admission to schools of medicine. In these classes we have had 207 different students. We are aiding the medical school known as the Long Island College Hospital by supplying academic association with a University of which in its isolation it seriously stands in need.

The Brooklyn Law School has recently determined to require one year of college study as prerequisite for admission and in 1927 to increase this to two years. We have, therefore, organized in the rooms of the Law School pre-law courses in suitable academic courses. This program includes English, Economics, Modern Languages, Government, History and Philosophy. The administration was placed in the hands

of an Assistant to the Director, Mr. R. M. Lester. The instruction is given by members of the Columbia University teaching staff. To meet the needs of students entering in February, 1925, and completing the Spring Session a special period known as the Inter-Session of thirty recitations from May 25 to July 3, 1925, was organized. On the completion of this Inter-Session students entered the Summer Session of Columbia University. More than 200 students registered according to this arrangement. We shall continue this service for our sister institution during the coming year.

Another form of our extramural service is that rendered our own School of Medicine whereby we transact the administrative and financial details of the special graduate courses in medicine. Many of these are given in coöperation with hospitals peculiarly adapted for certain special work in medical science. In the coming year we are eagerly looking forward to coöperating with the Institute of Tropical Medicine in Porto Rico in building up special courses and undertaking investigation in tropical diseases. This will also lead to coöperation with the University of Porto Rico which will through University Extension thus obtain the advantage of association with one of the great universities of the United States.

We are also associated with the Federation of Churches in carrying on a Training School for Teachers in Schools of Religious Education. During the past winter classes have been held in the rooms of Union Seminary through the courtesy of that institution. In the first term there were 182 students, in the second term 156. These were from 67 churches of New York City and from 29 out of town. The denominations having the largest representation were the Presbyterian, Methodist Episcopal, Protestant Episcopal, and the Baptist. The topics covered were Old Testament History, Teaching Value of Paul's Epistles, Principles of Teaching, Primary and Junior Methods, Organization and Administration of a Church School, Dramatics and Pageantry in Religious Education, Teaching Value of the Old Testament Prophets, Teaching Value of the Gospel, Young People's Division

Methods, Story Telling, Daily Vacation Bible School. These non-sectarian courses are given under the auspices of the Committee on Religious Education of the Federation of Churches.

The courses in Oral Hygiene have been given at the School of Dentistry of the University. This implies an unusual advantage of space and equipment. Three clinics have been maintained and considerable bedside work has been done in the Presbyterian Hospital. The students have treated upwards of 12,000 patients. This is one of the branches of University instruction in professional schools which is maintained by University Extension.

Returning once again to the work centering at Morningside. I desire to refer to the enrolment in University Extension for the year 1924-25 as of date of March 1, 1925. This year without counting Institute members, Home Study, and members of the American Institute of Banking we have reached through class room instruction 17,180 students. Of these about 15,000 were in attendance at Morningside Heights. These numbers are both a measure of the service of the University and a strong and vigorous demand for devotion and interest on the part of the University. If we have these students we must care for them and see that they obtain that for which they have come to Columbia. In the past year the students have been greatly helped by the opening of the University Extension Reading Room in University Hall. Officers of instruction have been given desks in the rooms adjoining. This arrangement has meant much to the students who now have an opportunity of seeing their instructors in conference in their offices. Office space for instructors is essential to the successful conduct of our work, particularly in obtaining information about students so that we may supply their intellectual needs and aid them in solving their problems. Hitherto the contact has been in the class room only. Because of the transfer of the office of the Superintendent to University Hall the Library of University Extension has been moved to the large and commodious Library of the School of Journalism. We are indebted to Director Cunliffe for his desire to help our students by supplying them with reading room space. In our reading room 22,329 volumes have been used and books have been provided and reserved for 56 courses in University Extension.

University Extension is greatly interested in the students who are termed University Undergraduates. These are candidates for the degree of Bachelor of Science in General Studies and many of them take courses in University Extension. During the past year the affairs of these special undergraduates have been placed in the hands of an adviser who gives them advice and guidance. This adviser has arranged a definite plan of administration. The requirements of the various departments have been more clearly defined and the administration of the comprehensive examination has been much more uniform. Earnest and mature students who cannot attend the schools and who desire a larger range of choice as to time and subjects are now being drawn to this group of University Undergraduates.

The feature of University Extension which increases its value in the University scheme is its flexibility. A change of program is a comparatively simple matter as we deal with individual subjects and courses and not with an exact and unyielding curriculum. We offer our courses to the expectant public and add and subtract as we find there is a feeling of need. Hence, for the coming year we shall withdraw many courses but shall add others which have been specifically called for. Another advantage which we enjoy is the freedom experienced in assigning classes in the academic day. In this way we can furnish a program entirely within the range of the student who must come from a distance. We know of one teacher of Richmond, Virginia, who appeared regularly every Saturday morning for his course in government.

I sincerely hope that before the close of the year a satisfactory plan of loans to students will be established. This entire matter should be on a purely business basis free from sentiment and entirely based on the theory of self-help. We have injured our students by giving them fees for education as a gratuity. The Harmon Foundation has done extraor-

dinary service to education in giving correct ideas of responsibility for loans made for educational purposes. Scholarships for fine attainment can be justified but free tuition without a plan for payment of interest and return of funds in the future gives the student an erroneous idea of the cost of education. He rejoices in getting "something for nothing" and hence has a lessened respect for education which is fed to him with a philanthropic spoon. I desire for our students a large loan fund which they will return with low rate of interest. This should be administered with a desire of making upon the student a deep impression of the expense which education costs and its inherent value.

The great body of University Extension students are particularly open to conviction in this matter.

Respectfully submitted,

JAMES C. EGBERT,

Director

June 30, 1925

SCHOOL OF BUSINESS

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1925

To the President of the University

Sir:

I desire to present herewith the annual report of the School of Business for the year 1924–1925.

The outstanding event of the year just closing was the entrance of the School into its new building. This event took place at the beginning of the academic year in October. Although the building was not complete in every particular, vet it was possible to hold classes in the unfinished rooms, and the members of the staff began to install the equipment and arrange their own offices. In a very short period the work of the School was being carried on with its customary regularity. Of course, it was a novel and delightful experience for the members of the staff and students so familiar with cramped quarters to occupy a building ample in size and specifically adapted to the needs and future growth of the School. In other reports we have described the building and the theory upon which it was planned and constructed. Nevertheless, I should state clearly that we all recognize the necessity of this building being of use to the University in general, especially in supplying much needed class rooms. Hence, offices for the staff and seminar rooms were located on the various floors only where the fire laws restricting the number of students attending at any one time on any floor permitted. In actual experience the building has been used for classes from many parts of the University, and particularly in the late afternoon and evening for classes of University Extension. We can state without fear of contradiction that the building of the School of Business is used more generally and more frequently than any other building in the University. This does not imply by any means that the School of Business has not been fully provided for. This, we understood, was the primary purpose of the building. Evidently no mistake has been made in the arrangement, as the laboratories, seminar rooms, and libraries are fulfilling their purposes most satisfactorily.

On Saturday, December sixth, the formal opening and inspection of the new building took place. The exercises were arranged in three parts—a convocation in the McMillin Theatre, reception by the Director and the staff of the School of Business, and finally, inspection of the building. At the convocation, addresses were delivered by the Director of the School, by Walter J. L. Banham, President of the New York Board of Trade and Transportation, by Darwin P. Kingsley, President of the New York Life Insurance Company, and by the President of the University. With the purpose of having only those present who were directly interested, the invitations were restricted to Trustees, Council, officers of the School of Political Science, the School of Law, and members of the families and friends of the donors of the building, Mr. Emerson McMillin and Mr. A. Barton Hepburn, and, finally, those who were associated with the work of the School, the members of the staff and their families and the students. The assemblage was thus appropriately select and the occasion became a veritable "house warming," in which enthusiastic friends participated. Through the generosity of Professor Robert H. Montgomery and the editorial labors of Professor B. Haggott Beckhart, a most attractive pamphlet of 55 pages was prepared to commemorate the occasion. This booklet is adorned with pictures of the donors of the building, the library and statistical and accounting laboratories, and the geography seminar. As it contains a brief account of the School. its organization and development, a description of the building, and the addresses delivered at the formal opening, we have a valuable record set forth in most attractive form of one of the most important events in the history of the School.

I desire to report that on the nomination of the President, the Trustees of the University appointed as members of the Administrative Board of the School of Business for a period of three years from July 1, 1924:

James C. Egbert, Director of the School.
Robert Murray Haig, Professor of Business Administration.
Roy B. Kester, Professor of Accounting.
Roswell C. McCrea, Hepburn Professor of Economics.
Robert H. Montgomery, Professor of Accounting.
Thurman W. Van Metre, Professor of Transportation.

H. Parker Willis, Professor of Banking.

Statistics of the School for the year are of more than passing interest. I refer to the record of registration and of degrees granted. The number of students for the academic year 1924-1925 was 380 as compared with 341 for 1923-1924. Of these 221 were candidates for the degree of Bachelor of Science against 225 for the preceding year; 84 for the degree of Master of Science against 55; and 11 for the degree of Doctor of Philosophy. Special students not candidates for a degree numbered 45, and 19 were candidates for the Certificate in Secretarial Studies. The last named are graduate students, as they are from approved colleges before being admitted to candidacy for the Certificate. The growing interest in graduate study is particularly noticeable. At the Commencement in June, 1925, 86 students received the degree of Bachelor of Science and 31 the degree of Master of Science. Eleven Certificates were awarded to graduates of approved colleges for attainment in secretarial studies after study of one year. The number of students coming from states outside of New York was 224 out of a total of 380. I call attention to this fact as it indicates that the School draws its students from different states and from foreign countries. This is a clear indication of the reputation which the School of Business holds both in this country and abroad. The students come from 142 different institutions of this and foreign countries.

Statistics of registration are of great importance in giving to officers of the University information of a more or less exact character as to the type and grade of student now turning to our School of Business. The trend is to graduate studies, although increases are indicated in the undergraduate group as well. We regard this trend as a very satisfactory indication of the reputation and standing of the School in the minds of those who are intending to enter a school of this character, especially if they are graduates of other institutions.

Our School of Business, therefore, is unique in that it has a strong undergraduate offering and beyond this an opportunity for graduate study which is drawing to Columbia advanced students who are interested in the science of business. It is possible that in the future our School may devote its energies and interests to graduate work to the exclusion of undergraduate courses. At the present time it would be a serious mistake to consider abandoning that part of the School of Business which is vital in our scheme of instruction in business. these two years it is possible to give the fundamentals and so prepare for more advanced study on the part of those passing out of the School of Business. We must recognize certain facts of college education in this country. The typical graduate, troubled and anxious as to his future, is turning in great numbers to business as his chosen life work. The respect of a business man for a college graduate who has made use of his opportunities in obtaining a liberal education is likewise increasing. The drift is toward business on the part of the college graduate and toward the graduate on the part of the business man. In the case of both of these there is an increasing demand for courses in the last two years of a collegiate course which will give the neophyte in business fundamental knowledge in which his predecessors have been lamentably lacking. A course or two in a liberal arts curriculum of four years does not suffice to meet this situation. As he enters the profession of business, the college man not only must have the liberal college education, the value of which business men are now coming to respect, but also the fundamentals of business science which will equip him in a general way for a business career no matter where the career may fall. Again our undergraduate professional years are adapted in a most satisfactory way to the so-called junior college, which is concerned with the first two years of the ordinary college course. This development in collegiate education in this country is continually receiving greater attention. Your own prophetic suggestion of many years ago, Mr. President, of a college course of two years, is realized in the junior college. Hence, it is appropriate that the last two years of a college career should be devoted to the science of business and that Columbia in particular should perform this service.

In this, the first year in our new building, we have been giving considerable attention to the student as an individual. This, of course, is simply a reflex of the tendency in collegiate institutions, the desire to discover just what the student is doing in a scholastic way and also to know, on the more personal side, his needs, his ambitions and his character as bearing upon the accomplishment of the object for which he has come to the School. To accomplish this purpose we have prepared a record blank which gives important details as to the student's scholastic history, the career which he has in mind and certain personal data. The School has also established an advisory system whereby each student is assigned to a member of the staff to whom he can go and who, through closer intimacy, may act as a guide and friend. The officers of the School intend to carry on this plan with greater effectiveness in the coming vear.

This allocation of a small group of students to members of the staff will prove of great assistance to the committee of the staff which is interested in obtaining suitable positions This Committee on Employment has been for students. in active operation during the past year. Its function has been twofold, to cooperate with the Appointments Office of the University, and to make contacts with business houses in New York and elsewhere. In the first case the Committee consults with the students and then recommends them for positions to the Appointments Office, where the details of placing the students in particular jobs are cared for. The work of this Committee in approaching business houses is of great significance to the School, not merely in the matter of securing places for students, but in arousing the interest of these houses in the School. Fifty-three firms have responded to the letters of the Committee, and at least thirty others have been visited in person by Professor Paul F. Brissenden, who is chairman of the Committee. There has been a hearty response to the approach of the Committee on the part of these houses. A desire has been expressed to see and confer with the students, candidates for positions, in the event of openings occurring for which they might be adapted. Twenty-one students have been definitely assigned to appropriate positions, and very few of those who applied and were ready to begin service were disappointed in obtaining places. The Committee has recommended to the Appointments Office 63 students for permanent jobs and 24 for summer places, although many of these were unable to accept positions until the fall. The results of the labors of the Committee have been most promising.

Before I pass from the consideration of the students of the School and their interests, I would call attention to the number of students who come to us from abroad. Among these, two were from England. These had been awarded the Cassel Traveling Fellowship by the London School of Economics of the University of London. One of them is now Economic Adviser to Sir Reginald McKenna, Chairman of the Midland Bank. Another student coming from Sweden is one of the most promising ever enrolled in the School, and was selected as a student employee at the Guaranty Trust Company of New York. Another student coming from Berlin writes in this significant manner:

"I do not think I am able to express how greatly I appreciate the opportunity I was privileged in having for enlarging my knowledge and getting acquainted with American scientific methods. I am glad in stating that I feel entirely satisfied with my experiences as one of the first German Exchange students in America after the war, and I beg to repeat that a very large part of this satisfaction is due to the frank way I was welcomed by your institution. My studies in the School of Business certainly helped me greatly in my attempt to achieve an understanding of the American people.

"Hoping that the School of Business will continue in the generous work of promoting better international understanding by way of exchanging knowledge and experience and by extending friendship to students from foreign countries, I beg to thank you very much indeed for all that has been provided for in my favor." I am confident, Mr. President, that this letter will be most gratifying to you, who are so greatly interested in the improvement in international relations through education.

The reputation of a school rests to a large degree upon the scholastic attainments of the members of its staff. Students considering the professional school which they expect to enter are invariably influenced by the reputation of those who are to guide them in their studies. Our officers of instruction are selected with this definitely in mind and advancement in grade is determined by the scholarly activity of the incumbents of these positions. Many members of our staff have received flattering offers to go to other universities or to enter upon a business career. They have without exception loyally remained at Columbia. This feeling of loyalty is encouraged by the knowledge of the fact that the Trustees generously recognize the necessity of promoting those who are earnest and active teachers and sound and thorough investigators in their chosen fields of study.

I am pleased to record the promotion of George Filipetti to be Assistant Professor of Business Administration, and Archibald H. Stockder to be Assistant Professor of Business Administration. Mr. Stockder has also been appointed Librarian of the School of Business.

I have referred above to the possibility of members of the staff being drafted into the sphere of business. This is a possibility which is ever present in a School of Business. Professional schools in this subject are eagerly looking for men of ability as investigators and teachers to add to their staff. The history of these schools is so brief that the body of professional teachers is menacingly small. This condition, added to the large compensation offered to these men by business houses, presents a serious problem to the institution which is desirous of having a strong school. We must understand clearly that the University must present to the ambitious scholar and teacher salaries somewhat commensurate with the demand which is ever present. There must be a promising goal ahead of these men, many of whom even in their earlier

careers are enduring sacrifice in their interest in education and investigation in business.

In my last report I called attention to the weakness of our School in Foreign Trade and in general in Marketing. This weakness has been lessened by the provision made by the Trustees for a chair in Marketing, which will be filled during the coming year. By this provision it is possible for the School to offer three new courses in Consumer demand; Retail merchandising; and Marketing problems and sales policies. The entire subject of Marketing will now receive its due recognition in our School, as we shall appoint in this field a man of attainment both as a teacher and research director. We shall need other men, however, to care for Advertising and for Foreign Trade, but we now have the opportunity of developing our own men who give promise of becoming capable teachers and investigators. It may be necessary, however, to call those who are already recognized as possessing the requisite qualities, although such are very rare.

We must consider also the field of Finance, in which we already possess men of adequate power for leadership. Here our teaching power may be lessened if we do not consider an additional appointment, as research is already claiming the attention of our full time man.

At the beginning of the year the staff of the School of Business took two most important steps. A committee, whose function should be to propose plans for the organization for business and economic research, was appointed by the Director. The committee consisted of Professor Haig, Chairman, Professor Bonbright, and Professor Mills. A second committee was appointed to consider the future policy of the School and to indicate a plan of development. This committee consisted of Professor Montgomery, Chairman, Professor Bonbright, Professor McCrea, and Professor Willis, with the Director serving ex officio.

The first of these two committees, that on organization for research, was directed to confer with the Department of Economics of the Faculty of Political Science with reference to the formulation of some practicable scheme of organization for the furtherance of research and to report within a month. The committee submitted a report which represented very careful study of the problems involved. They pointed out first, the importance of organization and the need of unity so that there would not be duplication of effort in the conduct of economic research within the University. To this end they recommended a committee on economic and business research to be approved by the Dean of the Graduate Faculties and appointed by the President. Professor Seligman, Professor Mitchell and Professor R. C. McCrea were specifically named. This committee should pass upon projects and the persons who should have charge of the particular piece of research. The adjustment of such an organization to the present conditions in the University would require the solution of a number of problems. The various projects and the research needs of the individuals or groups of the School or Department concerned must be presented to the Dean of the Graduate Faculties by the committee. The adjustment to or in University salaries must be considered and a plan proposed in any particular case. The committee at this point called attention to the difficulty which would be met in an elaborate research program by reason of the present schedule of teaching hours and the inappropriate salaries paid to members of the staff of the School. Finally the committee should first formulate and submit for approval to the Administrative Board of the School the most effective disposition of the fund of \$3000 subscribed for research in the School during the current year by Professor Robert H. Montgomery, and second, present a request to the University authorities for a share of the general research fund, and to the public for an endowment for the School for research purposes sufficient to yield at least an income of \$50,000, as recommended by the Director of the School in his annual report.

The following resolutions were adopted by the staff.

Resolved: That the staff of the School of Business recommend the immediate appointment by the President of a policy committee of the character outlined in the foregoing report;

That the Director of the School of Business, the Dean of the Faculty of Political Science and such other University officers as may be involved, be requested to petition that University funds to the extent of at least \$10,000 in the aggregate be made available for economic and business research for the year 1925–1926;

That the staff of the School of Business take such action as they see fit looking toward the acquisition of an endowment in support of research projects of particular interest to the School of Business:

That the members of the staff prepare at once specific research projects and proposals for submission to the Policy Committee for use in formulating a program and appealing to the Foundations or other sources for specific grants of funds; and

That, pending the organization of the proposed Policy Committee, the present Committee on Research be continued, with instructions to further in every way possible the development of the program outlined in this report.

The staff voted in favor of the establishment of a committee of five, to be called the Committee on the Future Policy for the School of Business.

This report and the resolutions bearing on research were placed before the Dean of the Graduate Faculties. As a result the Dean presented to the University Council resolutions constituting a Council for Research in the Social Sciences and giving such Council authority to organize and to create committees, bureaus, or divisions as it may deem advisable. The duty of this Council is to further cooperative research in the social sciences, assist individuals and groups and, with the approval of the President, make allotments from such funds as may be obtained from the University or from outside sources. The following members of the staff of the School of Business are its representatives on this Council: Professors Robert M. Haig, James C. Bonbright, and Frederick C. Mills. The Council constituted a Committee on Economic and Business Research, consisting of Professors Seligman, Mitchell and McCrea. Thereupon a canvass was made as to research projects of interest to the staff of the School of Business. Already this has borne fruit and an important piece of work has been presented to the Council by Professor Bonbright, entitled "An Economic Study of the Laws of Business Corporations and Public Utilities." This has been accepted and approved and an appropriation has been made. Adjustments will now be made so that Professor Bonbright may be given suitable freedom to devote requisite time to the research project which he has undertaken.

From this record of events it is very evident that the requisite machinery for research is now in existence. This has an important bearing upon the development of the School. Nevertheless as the School becomes more graduate in character, it is very clear that the prime incentive of the Departments themselves in their advanced work must be research work, with whatever teaching obligations arise in this endeavor. other words, research work should be inherent in the situation and must not be dependent upon external organization for its success or development, except in so far as it is necessary to avoid duplication and to have complete cooperation with other parts of the University. I am entirely in sympathy with the idea that a graduate school must not rely upon courses of study for its plan of operation, but must lead students to turn to private study under the general guidance of their instructors, who can thus plan their own work along research lines and make the graduate students their associates in this work.

This brings into prominence at once the necessity of securing suitable material for such investigation. It will ultimately be necessary to approach, in an established and regular manner, large business houses for information as to their problems, which in time may enter into the graduate work of the students of our School. Contact with business houses is most important in this particular and the progress already made in this direction must be only an incentive to closer coöperation, which will be of advantage to the business world and of educational value to the School.

The second committee of the staff was given the most important duty of considering and defining the future policy

of the School. Although no final report has yet been rendered, I may, as Director, refer to certain matters which have been brought out in the discussions of the Committee and which deserve emphasis at the earliest possible moment.

I have just been referring to research as the function of a graduate school and inherent in the scholarly task of the professor and student alike. The future policy of the school will tend to the emphasizing of graduate instruction and research as portrayed above, especially as we have extraordinary opportunities in this great metropolitan center. The statement appearing in our annual announcement sets forth the purpose for which the School exists, as offering "a complete professional course in business" and "to afford a sound knowledge of fundamental business facts and principles in addition to such practical training in business methods as a school can afford." This is our creed and the School must be developed along these lines. With this in mind our committee approached the question of curriculum. Here we found a weakness in Marketing and in Finance, subjects which belong peculiarly to a school in the metropolis which has so much to do with the business and financial interests of the world. As indicated above, we have taken an important step in supplying a chair in Marketing. This Department must now be developed. This is true also of Finance, in which much remains to be done. Of course with this is involved the enlargement of our staff in these subjects. The committee is also interested in the strengthening of our administration in such a manner as to care for the interests of the students under the Director. This would involve the appointment of a full time assistant to the Director, who would keep in close touch with the students, extending that closeness of contact with the students and alumni which is so essential to the well-being of an active, growing school. The committee also endorses most earnestly the statements of the Director as to the increase in the salary schedule. In the Law School and in the Medical School higher salaries are recognized as necessary and are granted. This action is based on the theory of the impossibility of holding men as instructors who may be allured away

by better offers elsewhere. This theory is more consistent and belongs in greater degree to the field of business than to law or medicine. We cannot rely upon the attractions of an academic career when financial return is indispensable for personal and professional reasons. Again, we must not induce our men to enter in an unsuitable degree upon outside engagements for income and support by denying them requisite compensation. This brief enumeration will indicate the general opinions of the Committee on Future Policy of the School.

The Library of the School is now housed in a delightful room and this year has also brought about the appointment of a man of professorial grade to the position of Librarian. All this is most satisfactory, but it is only a beginning. There is need of a large appropriation for books, for the library should be well supplied with material whereby it may become the central laboratory of the School, a place which will supply the needs not only of our professional students, but of business men in general.

The question of publications is of double interest. Many believe that the time has come when the School should establish a business periodical which would furnish a medium for the publication of studies and various articles by members of the staff, especially the results of their research. Again, others urge the establishment of a periodical which would contain material directly of service to business men, e. g., a review of federal and state legislation and judicial decisions of interest to business men.

The latter idea has already been put into practical form in the preparation of pamphlets giving translations of the banking laws of foreign countries. Here, again, there is need of funds commensurate with both of these undertakings.

In the coming year the School expects to coöperate very fully with Teachers College in furnishing instruction for many who desire to become teachers in high schools of commerce and schools of business. Columbia University is well equipped to enter upon this work. We expect that the coming Summer Session will witness a special series of courses for teachers who can attend only at that time of the year.

We must look to Teachers College also for a study of the problems in education to which the recent development and extension of schools of business have given rise. Thus the question of the use of the Case System and its general or special application is a problem in education. Specialists in the science of education may well turn to the consideration of problems of this character.

Coöperation between the Schools of the University is a theory generally accepted at Columbia University. This is one of the advantages arising from the close proximity of most of its schools. The School of Business enumerates in its announcement a number of courses given by the School of Law and by the Faculty of Political Science which may be elected by the students of the School. In like manner students of these Schools are allowed and encouraged to elect courses in business. Beyond this the School of Law and the School of Business offer conjointly one Seminar each in the Law of Business Organization and in Industrial Relations. In these Seminars Professors Canfield, Bonbright, Brissenden, Dowling, Lindsay, Lyon, Moore, Seager and Stockder, and Mr. Hale and Mr. Shanks participate. These courses are open to students of business, of economics, and of law.

Finally, I desire to report that Professor Frederick C. Mills has been appointed to an important position in the National Bureau of Economic Research. At the request of the Director, the President readily consented to allow Professor Mills to assume the duties implied in this appointment without interfering with his status as a Professor in the University. We are greatly gratified that this arrangement permits a continuance of Professor Mills' care of the work in statistics in the School of Business.

We shall sorely miss Professor J. Russell Smith, who will be absent on leave for the entire academic year. Nevertheless the interests of economic geography will be cared for by Professor John E. Orchard. Dr. Wolfgang L. C. Joerg, who is connected as editor with the American Geographical Society, will offer an important graduate course in the Geographic Factor in Economic and Social Development. Dr. Joerg will

discuss problems illustrating the methods of geographical research.

In conclusion, I wish as Director to state in definite terms my appreciation of the fine spirit, both individually and conjointly, of the members of the staff of the School of Business. They have been justly rewarded by the added opportunities which the new building affords. Intense loyalty and devotion to the School, coupled with a desire to coöperate with their colleagues of other schools and thus consider the interests of the University as a whole, are marked characteristics of the teaching force of the School.

Respectfully submitted,

JAMES C. EGBERT,

Director

June 30, 1925

SCHOOL OF DENTAL AND ORAL SURGERY

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1925

To the President of the University

SIR:

I have the honor to submit the following report of the School of Dental and Oral Surgery for the academic year of 1924-25.

This report is a review of the second year of effort to coordinate the School of Dentistry with the College of Dental and Oral Surgery, and establish the School of Dental and Oral Surgery as an integral part of the University system. We regret that the reorganization is not complete but feel that satisfactory progress has been made in spite of the two distinct classes of students involved in the educational program; one, a group with only a high school grade, inherited from the College of Dental and Oral Surgery; the other, the Columbia group, with two to four years' pre-medical work. It will require two more years to entirely eliminate the students of the lower grade. To raise them to approximate the college trained students' standing it has been necessary to make some radical changes in the method of instruction as indicated by the following:

During July and August of 1924 changes were made in the appointment and equipment of the infirmaries to make possible the inauguration of a group method of instruction. The Senior Class was divided into four main sections for the operative infirmary period. From these sections two students were assigned to oral surgery for two days, four to the anaesthesia room and four to the operating room, to alternate and return to their main section on the third day. One student from each of these groups was assigned to the examination room for a day.

These selections were made in the numerical order of their registration. The first section, A, received instruction in gold foil work; the second, B, in inlay work; the third, C, in plastic fillings and root canal; the fourth, D, was assigned to the prosthetic department. The four sections changed every two weeks, each group being under the care of an instructor who remained in his section throughout the year. Thus, each student received his pro rata share of training in each branch of the department under the same instructor for the entire period.

This procedure called for an entire change in the teaching staff as it was impossible to conduct the instruction under the old conditions, that of a large number of short time instructors, which is the method common in most of the schools. Hence, we were obliged to eliminate a staff of forty odd, many of whom had served the University faithfully and well for five or six years without salary, and replace them with those who could and would give full time to their group while it was in session. Thus, ten instructors now take the place of the former large number. It was a difficult matter to make this change without offending those whose interest in the cause had led to the sacrifice of their time and energy in past years, but an explanatory letter and, later, a conference convinced them that the new method was practical. The results which followed have more than justified the change.

There are many advantages in this new method: the benefit of concentration and individual training by an instructor teaching but one subject throughout the year and the elimination of the tendency to introduce the personal equation which is one of the disorganizing factors of the old system. Further, we found the employment of young graduates a great advantage in that they had not had a chance to establish a technique in contradiction to the one adopted as the standard for the School. There was some prejudice to this in the early part of the session, but it was soon dissipated as the results were so evidently satisfactory that the student body became not only reconciled to the change, but very much pleased with it. This method eliminates the necessity of mid-term

and final examinations in the practical work. We are exacting a B grade as a passing mark in this department, and the student's standing is posted upon the bulletin board once a week that he may know his exact status throughout the period. If he falls to a C grade, he is obliged to work through the summer months to make up the deficiency and may be graduated in October. A comparison of the results tabulated by the State Board must convince one that this new system is a success.

Our Junior Class, unfortunately, was too large to meet this type of schedule literally owing to the existing equipment and the unbalanced condition of the State Board requirements. We were obliged to modify it for the current year's work, but will, however, adopt it in full for the year 1925-26. With the present appointments and equipment in the prosthetic department it is impossible to obtain the best results, and we are to reorganize it during July and August to make practical its use for all normal-sized classes in the future. An appeal was made to the commissioner in charge of professional education and the state examinations board for a release from all schedules other than the minimum of one thousand hours for dentistry with the privilege of establishing our own year hours for subjects. This was granted and will prove a great help in establishing a more practical and workable curriculum for the future.

The morale of the student body has changed materially for the better. This is largely due to the provisions made by the University for an improvement in environment. Most of the available lunch or dining places in the immediate neighborhood are very inferior, and a number of them are little better than common barrooms. This led the University to establish a cafeteria lunch in the basement of the Thirty-fourth Street building under the management of Miss Reid and Mrs. Supple of University Commons and Johnson Hall. The appointment of this room is very neat and of suitable capacity to accommodate one hundred at a time. It is well kept and thoroughly enjoyed by the students.

South of this on the same level is a well ventilated and lighted lounge and rest room where the students are allowed to smoke and entertain themselves during recess periods. This has only recently been equipped, and has proved a great factor in keeping the students from undesirable places outside the School.

Still more important is the establishment of a study room, library, and museum. The large lecture room on the left of the Thirty-fifth Street building, main floor, has been converted to this purpose. The number of volumes in the library, while rather limited, is well classified and catalogued, and is very popular with the students. There are table accommodations for reading, writing, and the study of museum specimens for forty or fifty at one sitting. The New York Odontological Society at a special meeting held in March, 1925, donated their entire museum collection, which is one of the most valuable of its size in this section of the country to the School. It is housed in suitable cases on the right side of the hall, with the exception of a few of the larger specimens which we were obliged to mount uncovered. This gift was due to the untiring efforts of our friend, Dr. W. W. Walker, of New York City. In addition, Dr. E. C. Kirk, of Philadelphia, presented a very fine collection of pathological ivories, a part of the main collection of the famous Professor W. D. Miller, one of the greatest scientists and research men of the dental profession. Dr. Miller was the first American to receive an appointment to a full professorship in the University of Berlin and the only dentist to be so honored. His work as a scientist will live as long as dentistry is known, so we feel that this donation should be numbered among our most valuable acquisitions. Other valuable specimens have been contributed by Drs. Arthur C. Merritt, R. Ottolengui, E. T. Reppier, and Irving Miller, and we have prospects of an anatomical collection which we hope will come to us in the near future. During the college term of the current year the study room was available for students from 9 A. M. to 5 P. M., but during the 1925-26 session it will be open from 9 A. M. to 10 P. M., Saturday afternoons, Sundays, and holidays excepted.

The students are thoroughly appreciative of all these changes which will go far in building up a higher standard. They are already developing a University spirit, and an alumni association has been formed in the hope it may be a large factor in dental education and that through it endowments may be encouraged and secured.

The published reports of the National Board of Dental Examiners credit the School of Dental and Oral Surgery with thirty-three and nine-tenths per cent failures in the state examinations for June, 1924. We are not familiar with their method of computing the returns, but feel sure that they are far from accurate,—a fact which is evidenced by the following statistics received from the state departments of three states in which our students presented themselves for examination.

New York reports as follows:

THE UNIVERSITY OF THE STATE OF NEW YORK

The State Department of Education Examinations and Inspections Division

DENTISTRY

Report of the State Board of Dental Examiners representing the Dental Society of the State of New York for the examination held September, 1923, through June, 1924.

Number of Rejections

Candidates	Examination Number	Number of Candidates Examined	Anatomy	Physiology and Hy- giene	Chemistry and Metallurgy		Written		De	n.	Therapeutics and Materia Medica	Oral Surgery and Pathology	
School of Dental and Oral Surgery, Columbia University		Graduates 217 Partial Examination 114	0	3	2 2	1 2	6	35	5	20	0	1	73 5

New Jersey reports as follows:

GRADUATES OF COLUMBIA UNIVERSITY CLASS 1924

WHO PASSED OR FAILED THE EXAMINATION OF THE NEW JERSEY
STATE BOARD OF DENTISTRY

Passed June 1924

OTTO AARON KANDEL

JACKSON FREDERIC HEMINGSEN

Failed June 1924 Subjects

DIVIAN HAIG CHETEJIAN. Practical Mouth Diagnosis. Practical Operative Dentistry.

BENJAMEN ISAAC HORWITZ. Bacteriology. Practical Mouth Diagnosis. BERTRAM EARL YUDISKY. Practical Operative Dentistry.

FLORENT R. CARLO. Chemistry. Metallurgy. Practical Mouth Diagnosis.

ALEXANDER BENJAMIN CECERE. Practical Mouth Diagnosis.

ARTHUR LIPMAN. Bacteriology. Anaesthesia.

HARRY FREEDMAN. Practical Prosthetic Dentistry.

ALBERT FALK. Chemistry. Metallurgy. Practical Mouth Diagnosis.

MAURICE MALKINSON. Practical Operative Dentistry. Practical

Prosthetic Dentistry.

DONALD HORACE SPINELLI. Practical Operative Dentistry.

Tobias Weissman. Practical Operative Dentistry.

Passed December 1924

MAURICE COMER DABNEY

Failed December 1924 Subjects

SOL ROBERT WERNER, Anaesthesia. Practical Mouth Diagnosis. Practical Operative Dentistry.

Florida reports as follows:

One student took the examination—passed.

As we graduated but one hundred and sixty-five students in June, 1924, and the examinations of the New York and New Jersey State Boards were held on the same days and dates, the thirteen who took the New Jersey Board could not have taken the New York State Board. Thus, the New York quota is reduced to one hundred and fifty-two, less at least ten who did not take any of the state examinations, which leaves an actual total of one hundred and forty-two to be deducted from New York's credited total of two hundred and seventeen. Therefore, there are at least seventy-five students for whom we are not responsible, and it seems impossible to segregate those of the College of Dental and Oral Surgery from

the one hundred and forty-two of the School of Dental and Oral Surgery which, we feel, justifies us in doubting the interpretation which is to be placed on the published statement.

Even the report of the National Board of Dental Examiners would show a reduction of five per cent over the previous years under what seemed an impossible condition, namely, that of coördinating the systems and faculties of two schools so divergent in method and principles. A natural suggestion would have been to eliminate one of the groups, but we felt it impossible as the College of Dental and Oral Surgery group was not equal to the type of instruction prescribed by Columbia, and our group was far from capable of handling so large a body of students who were illy prepared for the grades to which they were assigned.

Neither the Senior nor the Junior Class was sufficiently well trained to assume the responsibility of infirmary work as their knowledge of tooth morphology and cavity preparation was less than that of the present Freshman Class. This resulted in having to give instruction in those subjects on the floor during the infirmary period and reduced the amount of operative procedure by a large percentage over that of the old school.

The tests in gold foil alone proved a very expensive procedure for the University. There was a maximum fee of fifty cents for those who were willing to pay-otherwise, free service—if we were to secure a sufficient number of patients to meet the state requirements in gold foil work. The same was true in the case of gold inlays, and we were advised that it was the only way by which it would be possible to complete the full quota exacted by the authorities at Albanv. contradiction to this, the new method of group work during the current year gives us ample clinical material with a fee varying from fifty cents to three dollars and fifty cents. Every operation is paid for at the time. Last year it was a common occurrence for a student to insert a filling from two to four times before it could be accepted, and most of the gold from these failures was lost as there was no possible method of salvaging it.

Patients had open accounts with a balance usually in their favor, and were constantly claiming more than their just due. These accounts have all been eliminated, and under the present method each operation is a cash transaction as a student cannot secure the material for the work involved without paying for it at the time of the operation. As a result, at the end of the day, the day sheet shows a true cash balance and a perpetual inventory of stock on hand. An inspection of the accounts will show a gradual increase in receipts per student which is in proportion to their advancement in the art.

We are planning to begin infirmary procedure in the second semester of the sophomore year in 1925–26 that the students may acquire a knowledge and skill that will practically fit them for all infirmary practice at the end of their junior year, and they should function as externes during their senior year.

We are well pleased with the class of work accomplished during the current year. A number of the University's general staff have availed themselves of our infirmary facilities with entire satisfaction, and we hope to have the pleasure of serving many more in the future.

In 1924–25 we registered thirty-six freshmen, one hundred and eleven sophomores, one hundred and forty-three juniors, and ninety seniors. In June, 1925, we passed twelve for the degree of Bachelor of Science in Dentistry and eighty-two for the degree of Doctor of Dental Surgery, and eleven more were passed and received the degree of Doctor of Dental Surgery in October, 1924.

An analysis of the report on the examinations just received from the New York State Board of Dental Examiners follows:

Of the eighty-two who graduated, two did not take the examinations; fifteen failed. Of these, six who held a doctor's degree from other institutions and were accepted on a qualifying certificate from the State Department for advanced standing, failed in the biologic or medico-dental subjects which they had studied from six to ten years before and in which we had no part. In this connection, to insure ourselves against a repetition of this situation, in future a student will not be

eligible for advanced standing unless submitting a record of having passed the New York State Board partial examinations, with his other credentials. With only nine remaining to be accounted for we feel that this record is a justification of the new method of instruction.

Our policy has been to improve the quality of the instruction and raise the standard of the students by improved equipment, appointments, and environment.

I am pleased to embrace this opportunity to express my deep appreciation of the prompt response and coöperation with which my recommendations have been met by the Trustees of the University.

Respectfully submitted,

FRANK T. VAN WOERT,

Director

June 30, 1925

UNIVERSITY ADMISSIONS

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1925

To the President of the University

SIR:

I have the honor to submit the following report for the academic year ending June 30, 1925:

Important changes in the requirements for admission have been made in the past year by two schools of the University, the School of Practical Arts of the Teachers College and the School of Journalism.

Two years ago it was decided that the freshman and sophomore years previously included in the School of Practical Arts should be omitted. An additional requirement is now made of those who have not a college degree but who have had at least two years of satisfactory college work. Hereafter such applicants for admission must have had at least two years of satisfactory teaching or other professional experience. Those accepted on this new basis will be admitted as candidates for the degree of Bachelor of Science.

The requirement that candidates for admission for the Bachelor's degree must have had teaching experience calls attention to the desire of the School of Practical Arts to emphasize as strongly as possible its character as a school for the professional training of teachers in the fields in which it offers instruction. So long as the school offered instruction of freshman and sophomore grade, much of which was only slightly professional in character, it was not exclusively a professional school. That stage has now passed and the undergraduate colleges of liberal arts are clearly and exclusively the main divisions of the University offering instruction in the liberal arts and sciences for undergraduates.

The changes in entrance requirements for the School of Journalism are not so radical in character. They have to

do not with the requirements for admission for candidates for the Bachelor's degree but with the requirements for candidacy for the degree of Master of Science in Journalism. Hereafter holders of acceptable Bachelor's degrees who desire to enter as candidates for the Master's degree, with the privilege of completing the requirements in the normal period of one year, must have had either one full year in professional courses in Journalism or must have had actual full time experience amounting to not less than one year in reporting or editing a newspaper.

It is interesting to note that in both the School of Journalism and the School of Practical Arts, actual professional experience is given a place in determining an applicant's qualification as a candidate for a degree. These are the only two instances of the kind in the University. It is true that practical experience is taken into account in most of our schools in the case of an applicant for admission as a special or non-matriculated student and it is true also that candidates for admission for the Certificate of Proficiency in Architecture must have had at least one year of experience in an architect's office, but aside from the degree of B.S. in Practical Arts and that of M.S. in Journalism, experience has no recognized relation to admission to candidacy for a degree and even in these cases experience is not accepted as a *substitute* for academic work but as a supplement to it.

Aside from these, no changes have been made in the stated requirements for admission to any Department of the University.

We have had little complaint in recent years regarding the requirements for admission to the undergraduate colleges. The Faculties of Columbia College and Barnard College each adopted a number of years ago a set of entrance requirements prescribing only a reasonable number of subjects essential as a basis for college work and including among the elective entrance subjects those which are commonly agreed upon as worthy of credit toward admission to college. From time to time place is claimed for a new subject. As soon as such a subject is found to be well and widely estab-

lished in the schools the faculties are usually ready to give it a hearing. There are two subjects now widely taught in secondary schools whose claims are strongly urged by some of their friends. The first of these is what is known as General Science. In the near future the faculties will be asked to consider whether this subject may rightly be considered a college entrance subject. The second is Social Science aside from History, which is of course already accepted. Courses in civics or government, in economics, in sociology and in various combinations of these and other subjects in the field of social science are now given very widely in secondary schools. In a number of cities and states courses of this sort are prescribed. It was inevitable that the colleges should be asked to recognize the subject matter of these new courses in partial fulfillment of their requirement for admission. A serious initial difficulty in the way of recognition lies in the fact that the courses differ so much among themselves. A number of text books have been written for use in such courses. They vary greatly in subject matter and in approach.

It is not possible to include a new subject in the list of entrance subjects without some agreement as to what it is. Some colleges grant no entrance credit without examination. Most others require examination in case the candidate's record is not high. In either case definition of each entrance subject is necessary and in any case a college should not be expected to accept the *name* of a new subject of study without knowing what the name represents.

In view of these considerations and recognizing the fact, that the colleges may well be asked to take an active interest in this question, an informal committee made up of members of the staff of the University has held a series of conferences and has drawn up a plan. This plan is being offered for the consideration of secondary school teachers in the field of the Social Sciences. It is proposed that a candidate be allowed to earn one unit of credit by any one of the following combinations:

A. Modern Problems, including Economics, Government and Sociology.

- B. Economics and Government (Civics).
- C. Economics and Sociology.
- D. Government and Sociology.

Each combination presupposes a full year of study in a secondary school five periods per week or the equivalent of such a year of study. This year of study may have been divided between any two or three of the subjects mentioned above or it may have been given to a full year course such as is sometimes designated "Problems of Democracy," "Problems of Citizenship," "Social Science," etc. In formulating the plan the Committee has tried to make it sufficiently flexible to allow of the inclusion of the most typical courses now being offered in secondary schools. The plan to be presented is an outline and not a detailed statement and would leave room for much variety of treatment. With a view to suggesting the kind and degree of achievement which credit for the subject matter would presuppose, a typical examination has been prepared in part. After thorough discussion with representatives of the schools the plan will be presented for the consideration of the faculties. It is hoped that the University may in this way render a service to the schools in the direction of clarifying the subject matter in hand and in making evident once more its willingness to cooperate with them in worthy educational enterprises which touch both school and college.

The number of applicants for admission to the undergraduate colleges of the University continues to increase and the necessity for care in selection is greater than ever. The quality of the applicants in successive years varies considerably. Successive classes may differ in one or all of the qualities which promise success in college work but the general trend is unmistakably upward.

The make-up of successive classes so far as concerns their geographical distribution also fluctuates. This is particularly true of the groups coming from the West. The proportion from nearby states has grown steadily.

The Psychological Examination continues to be a most valuable part of our system of admission. Its growing favor

in other colleges is clearly indicated by the fact that the College Entrance Examination Board, a distinctly conservative body which has heretofore confined itself to examinations upon the subject matter of the entrance requirements, is about to undertake the preparation of a psychological examination and will offer this examination with its other examinations beginning in June 1926. Many colleges are now giving the psychological examination to their freshmen after admission. A number of these use the results of the examination in placing the freshmen in their classes. Some use the examination as a help in passing upon the applications of those candidates for admission whose claims for admission are somewhat doubtful and a few besides ourselves use it as an essential part of the record of all candidates.

New admission systems have been adopted in a number of colleges within the past three or four years. Those at Dartmouth and at Chicago, for example, include most of the features first tried out in our own admission system. The use of the school record as a supplement to entrance examinations, which was first used here in 1909, was adopted a few years later as a part of the system of admission by comprehensive examinations employed by many colleges. importance of the school record is so obvious that it is surprising that it had received so little attention in earlier years. Knowledge of its present use apparently travels slowly, however, since only lately a writer seemingly well informed on educational questions writing in the pages of a publication which makes an especial appeal to intelligent readers, could urge the use of the school record as a new discovery and a solution of serious educational ills. It does help to solve educational problems and is a most important part of an admission system, but it is not new.

The requirement that students should submit health records and the results of medical examinations, also the requirement of detailed character recommendations of one sort or another from their schools, are now being enforced in many other colleges and are evidently producing very satisfactory results. In general, the principle that admission to college should be based upon the widest possible information regarding the candidate is happily gaining favor everywhere. Character, temperament, aims, interests and all mental, moral and social qualities have a bearing on the pupil's fitness to profit by a college course and upon the likelihood of his making a proper return for the expenditures which society would be required to make in giving him a college education.

The problems which are found in dealing with foreign students continue to be difficult. Great care must be used to prevent abuse of the provisions of the immigration law permitting students to enter as non-quota immigrants. Most of those who do come have serious language difficulties. The great differences between the educational systems under which they have received their training and our own makes it extremely difficult to give them proper instruction except in the Graduate Schools. In other schools the adjustment of the work of our own curricula to that previously done by the foreign student is very difficult to make. In general, experience strongly confirms the opinion that foreign students intending to return to their own countries can profit most by study in the United States if they come here as mature students prepared to do advanced work.

The satisfactory evaluation of records from other institutions, even from those of our own country, is one of the most difficult tasks with which an office of admissions has to deal. The evaluation of individual courses is sufficiently difficult but the evaluation of an entire curriculum, or of a degree, presents a whole series of problems.

Colleges admitting upon the certificates of secondary schools have long had before them the task of determining which schools should be recognized as up to the standard. In many parts of the country this task has been taken over by the state or by regional associations of colleges and secondary schools. In case of doubt entrance examinations supply a final test even for colleges which do not ordinarily require them. The evaluation of college or professional school work is a matter of much greater difficulty. It is not practicable

to examine any large number of students even informally upon an entire curriculum but the evaluation of curricula and degrees is essential if the current requirements for admission to graduate study and to professional schools are to be administered. Such requirements commonly specify that a candidate must have had a degree or a stated amount of work in an "acceptable college." What is an acceptable college?

Individual universities have had their own criteria. The Carnegie Foundation a number of years ago made a selection of institutions which were acceptable to it, for its own purposes. The Bureau of Education undertook to classify all the colleges in the United States and had made an excellent beginning when objection from various parts of the country led to an executive veto of further activities of this kind on the part of the Bureau. State Departments of Education have classified colleges and universities within their own states. In some cases they have upon request of institutions in other states included such institutions in their classifications. Some of the church boards have classified colleges within their own denominations. The Catholic Education Association has performed a similar service for Catholic colleges. The regional associations, except that in New England, have followed the lead of the North Central Association in preparing approved lists of colleges within their territories. And, finally, the Association of American Universities has prepared a list of accepted institutions throughout the United States.

The definitions and standards employed by the several classifying agencies varied greatly at first. Recently the American Council on Education, acting through its Committee on Standards, has adopted a definition and standard which have been endorsed almost in their entirety by the regional associations (excepting that in New England), by many of the church boards and by many of the state departments of education.

Standardizing agencies have in general kept in mind three main considerations:

- 1. Announced Standards including
 - (a) Entrance Requirements
 - (b) Stated requirements for degrees
- The capacity of a college for maintaining good standards as indicated by the size, character and training of the faculty, by its equipment and resources and by the make-up of the student body.
- Evidence that the college is actually maintaining high standards as indicated by the records of its students in graduate and professional schools of good standing and by an examination of the work and records of the college.

Until recently there have been few attempts outside certain organizations of professional schools, to standardize any but colleges of liberal arts or technological schools, particularly schools of engineering. The American Medical Association and the corresponding Association of Law Schools have classified the professional schools within their respective fields. Steps in the same direction have been taken by representative schools in the fields of other professional studies, such as dentistry and pharmacy. The North Central Association of Colleges and Secondary Schools has made a classified list of normal schools within its territory and the American Association of Teachers Colleges has adopted standards for accrediting Teachers Colleges and Normal Schools. It has also collected data from one hundred and twenty-five such schools and it has classified them in a preliminary way. The American Council on Education has also adopted standards for Teachers Colleges but in accordance with its regular policy it has made no attempt to classify institutions.

Columbia University has not in the past attempted to classify Teachers Colleges and Normal Schools as such. We have had a single list of approved institutions, institutions whose degrees entitled the holders to full admission to graduate standing under the Faculties of Political Science, Philosophy and Pure Science, including Teachers College. The list has included a few Teachers Colleges and degree-granting Normal Schools, but only a few. The increasingly professional character of our Teachers College, referred to above, the greater emphasis upon professional experience and the some-

what lessened emphasis upon preparation in subjects of general collegiate character, has made it seem desirable to attempt to classify Teachers Colleges and Normal Schools with special reference to their fitness to prepare students for graduate work in Education and Practical Arts. The situation is comparable to that in the fields of Law, Business, Journalism, Architecture, Engineering, etc. In those schools an applicant for admission, if he is to be eligible to candidacy for a higher degree, must have completed a course of study substantially equivalent to that required for our own first degrees in those fields but he need not have had training such as would entitle him to our degree of A.B. Similarly in the field of Education it has seemed reasonable to receive as graduate students those whose training has been substantially equivalent to that required for the B.S. in Education or Practical Arts, which training is widely different in character from that required for the A.B. degree. In pursuance of this idea the Director of Admissions has undertaken to collect data from the more promising Teachers Colleges and Normal Schools with a view to making a list of institutions of those types whose degrees would be accepted as entitling their holders to full graduate standing in the Teachers College but not necessarily in other Departments of the University.

In this matter of standardization we are aware that there is danger that purely mechanical standards may be over-emphasized. There have often been objections to the requirement that ordinarily an institution to be rated as up to the standard must have a stated minimum endowment or fixed income. Naturally an institution's financial situation does not in itself determine its excellence but obviously without assured resources an institution cannot maintain a strong faculty or provide adequate library and laboratories. It is extremely difficult for an institution financially unstable to exclude students who do not do their work well when the loss of their fees would imperil the solvency of the institution. Similarly the requirement of graduate study on the part of the faculty does not in itself guarantee good teaching but clearly those who teach should be masters of their subjects.

Good judgment is necessary in applying all standards. So far as possible all the facts should be taken into account and unusual strength in some particulars may in many cases balance a certain amount of weakness in others. In general the efforts of standardizing organizations are in the interest of sound education and help materially to protect students and public from inferior education.

Respectfully submitted,

ADAM LEROY JONES,

Director of University Admissions

June 30, 1925

REPORT OF THE UNIVERSITY MEDICAL OFFICER

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1925

To the President of the University

SIR:

As University Medical Officer I have the honor to present the following statement of the work and progress of my department for the academic year 1924–1925.

The total number of consultations and treatments given by our medical staff during the year was 30,865. This is an increase of 4,558 over last year. This increase in service was made possible by the improvement of our office organization and by the loyal interest of each staff member in accomplishing the definite responsibilities placed upon him.

Our records show that during the year, from all classes of patients, 891 cases were placed in our "follow-up" files and were kept under supervision throughout the year. From this calendar file the cases are sent for as their names appear on set days throughout the year. This system of checking up our cases makes it practically impossible, with a degree of care, to lose track of important cases. This system also makes it unnecessary for the patient to remember the dates of future appointments with the medical office.

The year was fortunately free from all serious epidemics in our University community. During this period there were few critical medical or surgical cases. We had but one case of typhoid, in which the source of the infection was proven to be outside of our city. Unfortunately this patient had not been inoculated to protect him against this serious infection. The office consultation work was, however, very active and we had periods when we were unable to meet the demands made upon the staff.

Since it seems unlikely that we shall be able to increase our medical staff during the coming year we have during the month of June made certain structural changes in our office suite that will permit the present staff to increase the number of cases that can be treated in the course of a day. We have added three rooms to our office suite, by placing partitions in the large central corridor which runs through the centre of the building. This gives the staff two additional examining rooms and a conference room for the use of the nurses in taking preliminary case histories and temperatures. A second completely equipped room for the treatment of eye, ear, nose and throat conditions has been secured by using one of the cubicles in room "D."

The nose and throat division of our medical service is very active during the greater part of the year, since the public recognizes more and more the importance of the early treatment of acute head colds. The students and faculty appreciate both the comfort and the time saving factor of these treatments. Without question the early treatment of simple colds is one of the most important responsibilities of the medical practitioner. The simple cold is responsible for much loss of time from work, and makes fruitful soil for more serious sequelae that take men permanently from active service. A neglected common cold may be the forerunner of painful infections of the sinuses, acute painful inflammation of the middle ear or of a troublesome mastoiditis. It may insidiously kindle latent pulmonary tuberculosis or break down the low resistance of the apparently healthy man so that he becomes the prey of ill health through a chain of unpleasant and enervating symptoms brought on by focal infections. Because experience has taught us the value of the early treatment of colds, we have assembled the equipment and trained the staff so that we may treat rapidly and effectively these conditions. We have tried to make it possible to give these treatments speedily so that the students will report early and continue treatment at regularly prescribed intervals until they are thoroughly cured and free from an infection that makes them a menace to the healthy but susceptible persons with whom they come in contact.

The additional examining rooms will make it possible for the physician to examine one patient while another is dressing or undressing. This will permit the physician to give each patient more time during the busy periods since there need not be loss of time waiting for patients to dress and undress.

During the year we have had increasing numbers of patients presenting gastro-intestinal, pulmonary, heart and metabolic disturbances as compared with other years. These conditions require not only careful diagnostic study but constant supervision throughout the year. We have been able to do much for these patients during their residence at the University. When necessary, we have referred them upon leaving the University to physicians in their home districts for the continuation of the medical supervision of their cases. In this way the University medical service becomes actively allied with the medical work of men in the States and Provinces. We are making every effort to coöperate with the home physicians, so that patients when they come to the University may secure careful supervision and the continuation of the medical program suggested by their family physicians.

The capacity of the new infirmaries in Johnson Hall and Tompkins Hall has been sufficient to care very satisfactorily for the bed patients. They have had a comparatively busy year, but happily we have maintained an excellent record, as most of the cases were not of a serious nature.

The Johnson Hall Infirmary for women is comfortably furnished, quiet and well ventilated. The patients have been unanimous in their commendation of the care given them by our nursing staff. Miss Marian Burnside, the nurse in charge, has developed an efficient service and at the same time has been able to maintain a cheerful homelike atmosphere that has eliminated the unpleasant features of an institutional sick room.

Miss Edna Williams has developed for the men at Tompkins an equally pleasant Infirmary. The sick rooms are attractively furnished and colors have been selected to give individuality, as well as a restful and cheerful atmosphere to each room. The success of this branch of our health work is in part due to the fact that our nurses are vitally interested in their work. Their responsibilities are not measured by hours or assign-

ments but rather by the best that their training and experience can suggest. We can never pay them adequately for the type of service they render. Such service comes only through the full appreciation of their opportunities and through a love for their profession that is greater than their desire to conserve time and energy.

In the Central Infirmary for women in Johnson Hall, 332 patients were treated during the year, with a total of 1,312 infirmary days. This would make the duration of the average illness 3.9 days. Aside from these 332 bed patients the nurses had conferences with or gave treatments to 859 other patients who came to the Infirmary office.

In the Central Infirmary for men at Tompkins Hall, 143 patients received treatment and care with infirmary days totaling 690. This gives an average of 4.8 days of illness for each patient.

During the year the Visiting Nurse made 581 calls on patients who were ill and living within a reasonable distance of the University campus. It was found necessary in order to check up on cases residing too far from the campus for the Visiting Nurse to call, to make 627 telephone calls. In past reports we have emphasized the importance of this visiting work in connection with our office service. The number of visits to cases ill in the neighborhood could be greatly increased but we have tried to limit this work to the more urgent and needy cases. If our budget allowance would permit a more generous service during that period of the year when mild epidemic infections increase markedly the number of those confined to bed, it would doubtless make this branch of our health responsibilities more valuable and would assist not only in saving time for our sick students but would add much to their comfort.

Miss Winifred Forsythe, resident nurse at International House, has developed a valuable service for the foreign students under her supervision. Her report for the year shows that of the 1,240 residents in International House 506 reported to her office for some service during this period. In all 5,029 treatments were given at the office and 1,707 treatments were

given in the rooms of the patients, 302 of the students were referred to the office of the University Physician, 32 were referred to specialists, 14 were sent to the Hospitals for surgical treatment, 68 were attended by private physicians called to International House. Forty-eight men were ill and under treatment in the infirmary with a total of 197 sick days. This made an average of 4.1 days of illness for each patient. Seventy-four men were ill in their rooms but not sufficiently sick to warrant moving them to the infirmary. The average duration of illness for this group was 2.1 days. Of the 125 women residents of International House 14 were sufficiently ill to be treated in the infirmary with an average illness of 5 days' duration. Twenty-nine women were ill in their rooms with an average duration of sickness of 2.1 days each. Each week some valuable suggestion was printed on cards and one of these cards was placed in the corner of the mirror in each room. The following are a few of the health hints and will give some idea of the type of campaign that was waged.

"Program Planning

Every hour of class recitation requires two hours of outside preparation.

Remember to include in your program, time for

- I hour of out-door exercise every day
- 3 hours a week in a gymnasium or swimming pool
- 3 unhurried meals every day
- 8 hours of sleep every night
- 2 afternoons or evenings for social recreation."

Health Rule No. 1

"Every day I must take pride In cleaning out myself inside."

No. 2

"If you Cough, or Sneeze or Sniff Please do it in your handkerchief."

No. 3

"When I go to bed at night
I'll see my window is open right."
("Right" being open from top and bottom.)

"Higher Education, even a Ph.D., is no guarantee that you are applying even elementary intelligence in safeguarding your health."

"Bacteria and Germs are not influenced by Race, Creed or Superstition. Inquire at the Health Service how to protect yourself against these invaders."

"Above, at, or below Par? Which are you? If below physically you will probably be below mentally, morally, economically."

"Will You Face Facts? No. 1.

The Human Machine has no extra parts. The daily care of all parts prolongs the life and efficiency of that machine."

"Will You Face Facts? No. 4.

Lack of sufficient Rest and Sleep reduces your ability to resist sickness. Germs are everywhere. If you are tired they can more readily get you."

Possibly these suggestions, combined with the privilege of daily conferences with the resident nurse, had much to do with the excellent health record of International House this past year. The University Medical Officer received regularly reports from the nurse regarding the medical problems of the House. Residents reporting at the University office for treatment were placed under Miss Forsythe's supervision. This close coöperation has been of great value to our patients.

Satisfactory and ideal as our Infirmary system is at the present time we must accept the fact that as our plans for a larger dormitory system develop, we must bring about a centralization of our department of health service, or suffer an increasing lack of efficiency because of the physical separation of our efforts and the multiplicity of its departments. As a department we are therefore looking forward with anticipation to the time when our office service and our bed service will be housed in one building that shall be adequate for the full development of our health program. This pressing need has been fully discussed in a special report to the President of the University outlining a plan for the complete development of our health service.

The Summer Session at the University is always a busy time for this office. Many students reach the city ill because of long train or boat trips under trying conditions of weather or accommodation. There are also many who do not realize their extreme fatigue until they reach the University and begin their strenuous six weeks of study. With more than 13,000 students we must always plan to care for the acute surgical conditions that arise in so large a group. It is our privilege also during this short session to deal with many conditions of long standing that have been neglected because the student has been unable to secure, in his remote village, trained medical service. We are also given the opportunity to diagnose and study obscure conditions.

This service therefore becomes to the student who can be helped by careful study of his case a means of increasing his health and consequently his educational service. Economically, to the teacher in the remote rural districts, improved health may mean promotion and increase of salary. Our staff therefore is stimulated to do its best for these men and women who come for intensive training during the summer term. Last summer we consulted with or gave treatments to 4,227 summer students of whom 1,268 were men; 2,959 women. In planning for this coming session 1925, we have secured the services of Dr. M. Alice Asserson in addition to our regular staff. Dr. Asserson is a member of the Teachers College medical staff during the winter term and is peculiarly well qualified to take up the difficult problems of our summer school patients. With Dr. Asserson's assistance we will be enabled to increase materially the number of medical studies as compared with our record of past summers.

During the year we have endeavored to develop our work along the lines as described in some detail in our annual report of last year. The one phase of our service that must be enlarged during the coming year is that branch which deals primarily with the health problems of the graduate student. Many of these students of mature years elect programs of study that are too strenuous for their tired bodies. The breakdowns that occur all too frequently among the members

of this group could in the majority of cases be prevented if we could control the amount of work that they are permitted to do and provided they would follow suggestions as to exercise, sleep and diet based on a knowledge of their physical conditions and limitations.

We must also plan if possible so to increase our facilities that we can give more time to the student who needs guidance and scientific instruction in mental hygiene. There has been for some years past an increasing desire on the part of the public to learn more about the effects of environment upon health of mind. This universal interest has permitted the development of pseudo-scientific theories and the presentation of harmful teaching in the field of mental hygiene. Many of our students need the help of men who are scientifically trained in this field. Such conferences leading to a better understanding of health through proper mental adjustments would doubtless save many hours of unpleasantness and the inevitable break that follows maladjustments in the mental life of one who has inherited a poorly balanced and sensitive nervous system.

Six hundred and seventy-six applicants to Columbia College filed examination reports made by their home physicians. It is of interest to note their physical health records as shown in the following tabulation:

Eyestrain						203
•						-
Ear diseases						
Defective hearing						7
Nose and throat diseases and abnormali	ties	3				88
Dental defects						18
Enlarged cervical glands						14
Cardiac diseases						15
Nervous diseases						24
Skin diseases						44
Orthopedic diseases and defects						5
Hernia						
Abnormalities due to injuries						ΙI
Subject to sore throat, colds and coughs	3.					231
headache						27
gastro-intestinal disturbances						38
History of measles						460

whooping co	ougl	h																			166
chicken pox																					181
mumps .																					122
scarlet feve	r.																				102
diphtheria																					66
small pox																					5
rheumatism	ι.																				39
fainting spe	lls																				2
malaria .																					36
typhoid fev	er																				19
surgical ope	rati	ion	s																		283
previous ph	ysic	al	, n	ıer	nta	al e	or	ne	rv	ou	s	dis	ab	ili	ty						18
an illness o	f m	or	e i	tha	an	0	ne	w	ee	k's	s c	lui	at	io	ים	wit	hi	n	th	e	
past two	yea	rs																			62
discontinua	nce	of	st	ud	ly	fo	r a	ιp	eri	iod	l o	wi	ng	to	o i	lln	ess	3			_86
limitations	pla	ced	l u	po	n	an	no	un	t a	ınc	i c	ha	ra	ict	er	of	p	hу	sic	al	
exercise																					95
Typhoid imm	uni	zat	io	ns																	105
Successful va-																					

All men admitted to Columbia College whose medical records showed deviations from normal were reëxamined by our medical staff, and where necessary, treatment was recommended.

At Barnard College, Dr. Alsop has been making systematic examinations of the undergraduate women students and has kept this group of 1,180 under the most careful medical supervision. The general health of the Barnard students has been very satisfactory. Throughout the year 160 of the students in residence were patients in the Central Infirmary for women. We had no serious illness among the members of this resident group. I wish to take this opportunity to compliment Dr. Alsop on the genuine wholehearted interest she has taken in her medical problems at Barnard College and the effort she is making to solve in a scientific way the health problems of college women.

In closing this brief statement of the year's work I feel that I must again express my appreciation of the loyalty of the members of my staff, not alone to the health service and its exacting obligations, but to the University as a whole.

The satisfaction that is enjoyed for the reputation the department has earned for service and the credit that has been given to it for changing ills and discomforts into the joys of health is shared equally by the director with each member of his staff.

Respectfully submitted,

WILLIAM H. McCastline, University Medical Officer

June 30, 1925

INSTITUTE OF CANCER RESEARCH

ENDOWED BY GEORGE CROCKER

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1925

To the President of the University

SIR:

I have the honor to submit the twelfth annual report of the Institute of Cancer Research.

There have been no changes in the staff during the past year.

RESEARCH

Dr. Charles Packard has continued his observations on the effects of X-ray upon the protozoa and similar biological material, in order to see whether the lethal effects of this agent are controlled by the same laws as those which govern the destruction of tumor cells. The results show that the processes are of quite a similar nature, and therefore linked with a large number of other biological phenomena in which a continuously acting destructive process affects a population of variable qualities. It is not astonishing that tumor cells should vary in their resistance to X-ray, even though the cells are all derived from the same transplanted tumor. Some may be old, some young, some in a state of division when they are subjected to radiation, and others in a resting phase in which they may resist X-ray, but that fifty protozoa, all of equal age and derived from a common ancestor. should show similar variations, is rather striking. is true of a culture of bacteria grown from a single organism, and is likewise true of human or animal red blood corpuscles. On a larger scale the same thing is true of the population of a country, so that the interesting fact is brought out by all these studies that the mortality curves plotted from census bureau statistics of people dying at various ages in the state of New York, for example, are shaped by the same laws as control the destruction of typhoid bacilli by carbolic acid, hemolysis of human red blood corpuscles by hypotonic salt solutions, the action of X-ray on *Paramecia*, upon the eggs of *Drosophila* and on the cells of tumors in animals. This shows merely that a relatively simple law, which can be expressed in mathematical form, covers very different phenomena over a large range of animate objects. The example is another bit of evidence to show that the cancer problem is merely a part of the general problem of biology.

Another interesting observation, which has been made possible only by the use of these simpler forms of life, is the fact that when the salt content of the water in which protozoa grow is altered in the same proportion as is observed to take place in the circulating blood of the white rat bearing a tumor, when the latter either recedes or grows, the rate of division of these protozoa is diminished or increased just as the rate of growth of the cancer cells follows the changes in the inorganic constituents of the blood of the animal host. This is only another example of the close linking of the life of a tumor cell with that of simpler forms, for Loeb showed years ago that the growth rate of sea urchins' eggs could be altered by modification of the saline constituents of the sea water in which the ovum was placed.

Dr. H. M. Terrill has collaborated in the X-ray portion of this work and is also conducting researches to determine in absolute units the actual energy which the tumor cell receives when it is exposed to the beam of X-ray. When this problem is solved many of the complications which have interfered with the practical use of X-ray in the treatment of disease will be cleared up and the next step forward will rest with the student of human patients in obtaining sufficient statistical material to determine how and when X-ray can be profitably employed in the treatment of disease and when it cannot. But the general physical aspect of the question has been about settled, leaving only a biological one unnecessary for the practical application of X-ray, and that is the minute analysis of the process which goes on in an exposed cell, normal

or abnormal, which incites it either to grow or kills it by the action of the radiation which it absorbs.

Professors Wood, Prime and Dr. Terrill are also continuing the work reported last year on the effect of X-rays of different wave-lengths which has now been extended to a variety of other animal tumors and has also been widened to include the gamma rays from radium. In no instance has there been any evidence of an essential difference in the effects of equal amounts of radiation of different wave-lengths, provided only that the quantity of radiation was determined by an open ionization chamber containing air only. Several papers on the subject have been published by Professor Wood and are referred to in the appended bibliography.

Drs. G. L. Rohdenburg and O. Krehbiel have continued their very interesting study of the salt content of the blood of animals bearing tumors of different types and growth rates, and have obtained interesting and new results, the general principles of which Dr. Rohdenburg has included in a paper in the *Journal of Cancer Research*, vol. ix, no. 1, 1925, under

the title "A Theory of the Origin of Tumors."

Dr. W. H. Woglom has continued his study of the causes underlying the spontaneous cure of certain *transplantable tumors, with the idea that if we can learn what causes these growths to disappear, the door might be opened for investigation of the production of such regression in primary tumors. The problem is difficult and the work is of necessity slow, but an interesting summary of the results will be found in a paper entitled "The Regression of the Jensen Rat Sarcoma," which appeared in the *Journal of Cancer Research*, vol. ix, no. 2, 1925.

Drs. F. D. Bullock and M. R. Curtis have continued their work on the inheritance of tumor susceptibility, strengthening the proof presented in their original paper of the fact,—if such strengthening were necessary,—that by selective breeding susceptibility to certain irritations can be greatly concentrated, and that under these conditions the liability to cancer is one of the factors which it is possible so to concentrate. They wisely draw no conclusions as to the direct applicability of such knowledge to human beings.

This concentration seems to be a more or less specific one, for rats which are highly susceptible to liver irritation by the Cysticercus fasciolaris are no more sensitive to tar painting than an unselected strain of rats. In other words, cancer liability in the liver has been concentrated; but this susceptibility does not of necessity imply the production of cancer by skin irritation. While there is no evidence that these curious sarcomata produced by the irritation of Cysticercus fasciolaris are due to any agent or agents other than the chemical products of the worm, Drs. Bullock and Curtis have carried out many experiments to test whether these tumors are transmissible by filtrates, as is the Rous chicken sarcoma, but have as yet had no success. Evidently these special types of tumors in the rat are wholly different from the chicken tumors described by Rous, in which a certain amount of evidence points to the possibility of a parasitic agent. Certainly these experiments and many others done some years ago in this laboratory by Dr. Dudley Morris show that so far none of the tumors in rodents have the same qualities as the Rous chicken sarcoma, whose interesting properties have been brought again before the public by a recent publication by Gye.

That bacteria probably have little or nothing to do with the growth of tumors of the type generally used in experimental laboratories is also shown by a recent paper by Drs. Wood and Prigosen, in which a large series of inoculations were made of tumor tissue just killed by exposure to X-ray. No immunity against inoculation was obtained and no effect had on the growing tumors. Such an experiment with any one of the many bacteria with which we are familiar would have produced

a high degree of immunity.

Dr. I. Kross investigated the problem of organ grafting and produced successful transplantation of immature rat ovaries into adult castrates, showing in the experiment the great value of (1) functional demands and of (2) growth potentiality in the young organ.

Dr. L. Herly has proceeded with his investigation of the various phases of the production of cancer artificially in various species of animals by means of coal-tar and other chemical irritants.

TEACHING

The usual undergraduate courses at the College of Physicians and Surgeons were given to the students of the second year class by Professors Wood and Woglom and Professor Woglom also gave a course in the biology of tumors at the Institute during the summer session.

STANDARD TUMORS

A remarkable evidence of the wide-spread interest in the subject of cancer research is shown by the increasing number of requests which the Institute receives each year for inoculated animals from many parts of this country and abroad. The Institute has supplied, for experimental purposes, examples of standard transplantable tumors of rats and mice to various laboratories and hospitals, among them the George Williams Hooper Foundation for Medical Research, University of California; the Hygienic Laboratory of the United States Public Health Service, Washington; the Department of Biology, St. Stephen's College, Annandale-on-Hudson, New York; University of California, Berkeley, California; McCormick Memorial Institute for Infectious Diseases, Chicago; Montefiore Hospital for Chronic Diseases, New York; Carnegie Institute of Washington, Department of Embryology, Johns Hopkins Medical School, Baltimore, Maryland; State Institute for the Study of Malignant Disease, Buffalo, New York; University of Pittsburgh, Department of Zoölogy, Pittsburgh; Constantine Hering Laboratory, Hahnemann Medical College, Philadelphia; Rockefeller Institute for Medical Research, New York; Pathological Laboratory, Philadelphia General Hospital, Philadelphia; The Physiatric Institute, Morristown, New Jersey; Washington University, Saint Louis; Philadelphia College of Pharmacy and Science, Philadelphia; The Baldwin Sanitarium, Kalamazoo, Michigan; Columbia Hospital, Milwaukee, Wisconsin; Medical College of Tokyo Imperial University, Japan; St. Catherine's Hospital, Brooklyn; and many individuals conducting cancer research.

PUBLICATIONS

A list of the more important publications of the members of the laboratory staff during the year follows:

A survey of roentgen therapy. Francis C. Wood. Surgical Clinics of North America, 1925, v, 263.

Further studies in the effectiveness of different wave-lengths. Francis C. Wood. *Radiology*, 1925, v, 199.

Immunity in cancer. Francis C. Wood. Journal American Medical Association, 1925, lxxxv, 1039.

Experimental pathology of cancer. Francis C. Wood. Journal American Medical Association, 1925, lxxxiv, 4.

A convenient dosage chart. Francis C. Wood. American Journal of Roentgenology and Radium Therapy, 1924, xiii, 380.

Abstracts on cancer. Francis C. Wood, abstract editor on cancer for Nelson's Loose Leaf Living Medicine.

Chapter on Cancer. Francis C. Wood. Americana Annual.

Journal of Cancer Research. Francis C. Wood, Editor.

Delafield & Prudden's Text-Book of Pathology. Thirteenth Edition. Francis C. Wood. 1925.

Regression of the Jensen rat sarcoma. Wm. H. Woglom. Journal of Cancer Research, 1925, ix, 171.

Abstracts of Bacteriology. Wm. H. Woglom. Abstract editor.

The effect of light on the permeability of paramecium. Charles Packard. Journal of General Physiology, 1925, vii, 363.

Ovarian transplantation. Isidor Kross. American Journal of Obstetrics and Gynecology, 1925, ix, 3.

A theory of the origin of tumors. George L. Rohdenburg. Journal of Cancer Research, 1925, ix, 3.

In addition to the foregoing Professor Wood has published a number of editorials, reviews, and popular articles as part of the publicity activities of the American Society for the Control of Cancer, of which he is the vice-president, and has made the following addresses:

PUBLIC ADDRESSES

Radiation in Malignancy: Uses and Limitations, before the Medical Society of the County of Kings; lecture on cancer at Teachers College; lecture on Public Health at the Academy of Medicine; address to the Montclair Association of Physicians.

The Journal of Cancer Research has appeared regularly, under the imprint of Columbia University, and much favorable comment has been expressed concerning its excellent appearance and the quality of the papers which have been contributed.

Respectfully submitted,

Francis Carter Wood,

Director

June 30, 1925

REPORT OF THE ACTING LIBRARIAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1925

To the President of the University

SIR:

As Acting Librarian of the University, I have the honor to submit the following report for the year ending June 30, 1925:

Library facilities have increased during the year in several important directions. With the completion of the Business building, the library of the School of Business, previously most inadequately and inconveniently housed in Journalism, was transferred to the admirably equipped rooms in the new building, and the considerable Industrial Relations collection, shelved in the Main Library, was united with it in an adjoining room. The Marvyn Scudder Financial Library, previously stored in the basement of Schermerhorn and in large part unusable, was given adequate quarters in close proximity, and some four thousand of its volumes, consisting largely of state reports on railroads, banks and insurance companies, were added directly to the Business library itself. In addition to this, the more valuable books of the Montgomery collection of works on accounting, presented to the University by Professor Robert H. Montgomery, and to which he is constantly adding, were installed in the office of the Business Librarian. The School of Business has altogether a desirable arrangement of its library resources and there is room for future growth.

Another important increase in facilities was the equipment in University Hall of the Reading Room for Extension students, which provided seating and working accommodations for one hundred and thirty-two readers, and, in the end, books for fifty-six Extension courses. Its usefulness has been much greater than these figures would indicate. Unlike the majority of students in other parts of the University, the Extension student is not always a daily visitor to the campus, in

that his classes may require his attendance but once or twice weekly. The relatively small equipment of the room in books and seatings is accordingly used many times over, and the result has notably been, not only to give these particular students a place which they never had that they could call their own, but, what had been foreseen, it has conspicuously decreased their attendance in the General Reading Room of the Main Library and in the various departmental reading-rooms, where in every case throughout the University there is scarcely adequate room for students with full-time courses.

The opening of the Honors Reading Room in Hamilton, for the use of College students registered for a degree with honors, was only an apparent relief to the College Study, where greater space is urgently, and increasingly, needed properly to fulfill its purpose.

In addition to the foregoing, an adequate library equipment has been installed at the School of Dentistry, and its books for the first time have not only been made available to students, but have been actively and increasingly used.

The growth of the Library as a whole is recorded in the statistics at the end of this report. In several directions it has been notable.

The most important addition to the resources of the Library in a single direction was in foreign law. During the summer of 1924 the Law Librarian visited several European countries for the purpose of purchasing law books and to make connections with foreign book dealers and book distributing agencies. The countries visited were France, Belgium, Holland, Switzerland and Italy, and the books purchased relate to the law of France, Germany, Italy, Belgium, Holland, Switzerland, Hungary, Monaco, Brazil, Mexico, South Africa, Dutch East Indies and Latvia. The larger part consists of sets of books or publications in series, and includes legal periodicals containing articles on all the various phases of Continental law, sets of annual volumes containing the legislation passed by various European legislative bodies, and sets containing the decisions of the courts. All are of fundamental importance

for the study of Continental law, and many of them contain material essential for the practice of law and needed by American lawyers and by alumni of the Law School itself who are engaged in foreign practice. They lay the basis for a comparative study of the Civil and the Common law, and of the Conflict of Laws, a subject of growing importance. The law books of Switzerland are especially important because of the similarity of the Swiss constitutional system to our own, and for this reason were purchased the legislation and court reports of both the Federal Government and the Cantons. The Dutch law books are valuable, not only because they contain the national law of today, but because they furnish material for the historical study of Roman-Dutch law.

One of the most notable acquisitions consists of 1661 volumes from the personal library of the Italian statesman Francesco Crispi, found in a book-dealer's shop in Rome, and which when delivered filled 32 boxes. The books have not yet been catalogued, but the collection may be described as made up chiefly of vellum bound folios and quartos of Roman, canonical, commercial and international law by the most celebrated legal authors in the original editions of the 15th, 16th, 17th and 18th centuries. The Crispi volumes form the basis for a unique collection of works of the Civilians from the Romans to the present day. During the year 12,756 volumes were added to the Law Library.

Four gifts of money were received for the purposes of the Law Library during the year: \$500 from George Welwood Murray, Law '76, the income of which is to be used for the purchase of books dealing with the origins and history of English law; \$1,000 from Dwight W. Morrow, Law '99; \$250 from William G. Low, Law '69; and a bequest of \$5,000 from the late Mrs. Anna Chesebrough Wildey, in memory of her husband, Pierre Washington Westcott Wildey, Law '63.

Important gifts of books were received from Harry A. Gordon, Law '04 (162 volumes), and from the Lawyers Cooperative Publishing Company (168 volumes).

By authority of the Trustees of the University, sixteen cases containing about 800 volumes of discarded and duplicate law books were delivered to the Japanese Consul in New York, to be distributed to universities in Japan.

It may be noted in this connection that the Law Librarian, in addition to his usual course of lectures on legal bibliography, prepared and published under the title *Teachers Manual*, a syllabus of thirty-three pages of lectures, class-exercises, and bibliographical problems for the use of instructors in the use of law books.

In several other individual instances it is interesting to record a growth in the size and importance of Library resources in special directions. In Fine Arts, a collection that has to a large degree a practical value for purposes of instruction in this long neglected subject has been brought together. Graduate work will call for much that we do not have, but for general conditions of use a collection of Fine Arts books is now for the first time in the Library of the University.

Several of the special collections show a notable growth. The Dramatic Museum (7060 volumes), thanks to the gifts in books and purchasing funds by Professor Brander Matthews, has become so large that additional shelving must be provided to contain it; the Montgomery Library of Accounting (88 volumes of books published before 1800), already mentioned in connection with the library of the School of Business, has grown into an important collection of research material in its particular subject; and the Joan of Arc collection (730 volumes) has become a most valuable collection of material, in some cases hitherto overlooked, on a special subject of interest and importance. Among the year's accessions was Joan of Arc, an Epic Poem, by Robert Southey, Bristol, 1796, in which is inserted a holograph letter of Robert Southey, addressed to Bernard Barton, the Quaker poet, and dated Keswick, July 9, 1821. It refers to the influence of the Holy Spirit, to Southey's premeditated but unwritten "History of Portugal," to a Life of George Fox, and to the death of Napoleon, who died on May 5, two months before this letter was penned. The first owner of the volume was Thomas Southey, doubtless a relative of the poet, from whom the

volume was probably received. His name, and the date, 1796, appears on the title-page.

The most important single accession to the Library during the year, and one of the most important in the whole history of the University Library, is the manuscript volume, a folio measuring 14 x 19 inches and 2½ inches in thickness, provided with a heavy morocco binding elaborately gilded of recent date but of archaic character, entitled on the back Serlio-Architettura-Lib. VIII-Original Unpublished Drawings. The manuscript, which is in a complete and perfect state, contains 73 drawings each with an accompanying description in the author's handwriting. They are preceded by eight leaves, containing with a quotation from the text and a table of the plates a modern title-page which reads: Il Ottavo Libro d'Architettura . . . por Sebastiano Serlio.

The work is of importance, as in all probability it is the only great manuscript on Renaissance architecture unedited. Serlio, the architect, leading pupil, and, in 1536, the heir of Peruzzi, who had been Raphael's collaborator in carrying forward the erection of St. Peter's at Rome from Bramante's designs, conceived the idea of editing the drawings collected by his master and himself, together with an explanatory text, and to give to the world for the first time since antiquity a complete manual of architecture. The treatise was planned to be in seven volumes, of which Volume IV was published in 1537, and Volume III in 1540, both at Venice. The latter volume being dedicated to Francis I of France, the king returned the compliment by inviting Serlio to Paris to become the royal architect, which position was occupied by Serlio for six years, until he was dispossessed through court intrigues after the death of Francis I in 1547. Meanwhile, he had made designs for the Louvre in 1546 (not accepted), had executed parts of the palace of Fontainebleau and numerous private hotels, including that of Cardinal Ippolito d'Este at Fontainebleau; he had also published at Paris Volumes I-II (1545) and V (1547) of his work, and in the latter announced that Volume VI, "the most interesting and diverting of the lot," was two-thirds ready. He was found at Lyons by the antiquary Strada in 1550, rheumatic and penniless, and was persuaded to sell ostensibly all (as Strada claimed) of his unpublished material, from which Strada published Volume VII in 1575.

Volume VI, however, was never published. It is evident that Serlio secreted it and continued to work upon it, as the latest of its seventy-three drawings can be dated 1551, the year after Strada's visit; and after Serlio's death in 1554 the completed manuscript volume, ready to print, passed through several hands. The editors who republished Serlio's collected works (of which many editions appeared between 1584 and 1666, French, English, German, Dutch, Spanish and Italian), suppressed the fact that Volume VI had not appeared, by inserting and designating as Volume VI a series of drawings of doorways which Serlio had issued as a separate treatise.

The extraordinary value of the manuscript lies not only in that it is a lost volume announced for publication 367 years ago, but also in the fact that Serlio was the arbiter of the Renaissance in France, and that in this, the most important of his volumes, he lays down the principles governing domestic architecture, the field in which the French Renaissance first found expression. Designs for every type of dwelling, from the meanest hovel to the palace of the king, both in town and country, both as erected in Italy and as adapted to the French climate, are here presented, including the original designs for some of Serlio's own buildings (as the chateau of Ancy-le-Franc, 1546, of which the architect has never been known), for other private hotels both in France and in Venice, and also the original design for the Louvre.

An accession to the Library in an important subject was the gift of Professor Wendell T. Bush of the volume of Pascal's Lettres Provinciales containing a set of the pre-original issues as short pamphlets, during the period 1656-57, and antedating the first edition in book form of the latter date. The value of the volume is increased by the fact that no less than twenty-one contemporary replies to, or in defence of Pascal are bound in with the others. It will be remembered that the Pascal pamphlets themselves were printed secretly in

cellars and attics. As showing their origin, nearly every one is in different type and on different paper.

In this connection, and in this same field of French literature, it may be stated that the important collection of 162 autograph letters of Pierre Bayle, written to his family or his friends from 1670 to the time of his death, recently widely stated in the press and elsewhere as having been "found in the Library of Columbia University," have never been lost, but have simply been overlooked by those most interested in this particular subject. In much the same way, the belated "discovery" in a volume of Dionysius of Halicarnassus of the signature and numerous notes of Racine was prefigured in a direct statement in an article on *The Libraries of* Columbia University printed in the *Columbia University Quarterly* in 1911.

Another interesting addition to the resources of the Library was the gift of Professor Daniel Kilham Dodge and Miss Susan R. Dodge of 18 unpublished holograph letters of Rufus King, Major in the War of the Revolution, Delegate to the Continental Congress and Member of the Conventions that both framed and ratified the Constitution, U. S. Senator, and Minister Plenipotentiary to Great Britain, appointed first by George Washington and continued under Adams, Jefferson and John Quincy Adams. The letters, all addressed to Daniel Kilham, were written during 1784–87.

From B. Login & Son, book-binders, came as a gift to the Library 150 letters written to Dr. Cornelius R. Agnew as a Trustee of Columbia College, with copies of a few letters written by him, and with a single exception all on Columbia affairs. Most important among them are 52 letters by President Barnard written within the period 1877–1881. Fulton in his life of President Barnard describes it as generally "devoid of incident," but many of these letters seem to disprove it. The letters came to the donors in a collection of medical journals purchased by them from the estate of Dr. Agnew.

Bearing upon the early history of the University, the Library acquired by purchase the pamphlet with the following somewhat discursive but interesting title-page: A Medical Discourse or an Historical Inquiry Into the Ancient and Present State of Medicine the Substance of Which Was Delivered at Opening the Medical School, in the City of New York. By Peter Middleton, M.D. and Professor of the Theory of Physic in King's College. Est Quoddam prodire tenus—Hor. Curentur dubii Medicis Majoribus Aegri, Juv. Printed by Desire. New York: Printed by Hugh Gaine, in Hanover-Square. M, DCC, LXIX.

Cross-indexing of material long in the Library has again yielded interesting and valuable results. Six folio volumes containing documents and letters from the Colonial, Revolutionary and early 19th century period of our history, indexed during the year, have made available for research purposes a mass of matter invaluable for a first-hand acquaintance with certain aspects of the civic and social life of the time. Among the varied contents of the volumes are a petition from the "Mayor, Aldermen and Commonality of the City of New York to the Hon'ble-President and the Rest of Her Maiestv's Council of the Province of New York," with regard to the establishment of quarantine for the great number of immigrant Palatines coming to our shores with their "many contagious distempers," signed by Ebenezer Willson, Mayor, 1710; a Colonial commission, signed in 1728, by Wm. Burnet, Colonial Governor under George the Second; part of a letter of instruction, New York, Sept. 3, 1744, by George Clinton, Colonial Governor, to "Hon'ble John Laws, Esqr."; a letter in old Dutch concerning some business transaction by a no less redoubtable personage than Rip Van Dam, who was only a name in my preceding report; a sea-letter signed by Martin Van Buren in 1839; old wills, bills of sales of slaves, accounts and receipts. Problems which occupied the attention of the church of that day are illustrated in the following letter: "To Brother Gideon Leet: Information is brought to us this morning of your profaning the last Sabbath by going into ye wood a hunting, which thing I perceive is known to many in the Town & greatly to the scandal of Religion & the quiet of such as fear God. I should have chosen to go & discourse with you about it, but the time is so short that I expect it not. Wherefore I desire of you to abstain from the holy Supper of the Lord, which is to be on the morrow. And give me an opportunity as soon as may be to speak with you about the affair. From ye Pastor, Nath'l Chauncey. Durham, Nov. 6th, 1720."

One of the most notable activities of the year, and again in the direction of the availability of existing Library material in a particular field has been the arranging, indexing and binding of early Great Britain Sessional Papers. Several years ago the Library purchased all available issues of the Great Britain Sessional Papers before 1820. The Papers from 1801 to 1820 were arranged for binding according to the printed indexes already at hand. The Papers from 1745 to 1800, however, were not indexed in any material that we possessed, nor was it possible to find a printed index in this country or in England, although the Acting Keeper of the British Museum reported that an index covering the years 1731 to 1800, and published in 1807, was in the British Museum Library, but unfortunately was not available. Without an index, it was impossible to bind or use the Papers, and an index of 187 typewritten pages covering the years 1745-1800, and following the general form and arrangement of the indexes for later years, was made and the Papers were bound in accordance with it.

The work of checking up the contents of our own Library in the "Union List of Serials in the libraries of the United States and Canada" has proceeded without interruption during the year. It is proving to be a much larger undertaking than was at first anticipated, having only reached the letter H in May, but it is already demonstrating its usefulness by calling cumulative attention to our incomplete sets of periodicals, and the Provisional checked edition, A-C, thus far printed, is making possible a coordination of our material with that of the 92 other cooperating libraries. The Columbia holdings compare most favorably with the best of the other libraries of the country in completeness, and our collections in several instances have been used by the editors as a basis for the original checking list.

As illustrating the resources of the Library from another point of view, there were loaned to 72 other institutions under the system of Inter-Library Loans 542 volumes. This Library borrowed during the same period 198 volumes from 21 institutions; among them, 53 from the Library of Congress, 24 from Harvard, 68 from Princeton and 14 from Yale.

For the first time in the history of the Library at the present site a complete inventory has been made of its contents by the reconstituted Shelf Department. The inventory shows a somewhat appalling list of books actually missing beyond hope of recovery, but it has restored to use a large number temporarily missing that have been removed without a Loan Desk charge, as unfortunately occurs, or that have been misplaced by the pages or displaced by persons having access to the shelves. The procedure has already bettered the service of the Loan Desk, where the question of whether a book is or is not in the Library is an immediately vital one. The shelves at the present time are in excellent condition, and when the catalogue side of the work now under way is completed, it and the contents of the shelves will at last correspond and a matter of friction with users of the Library will be removed.

During the Spring Session, the Librarian of the Avery Library, as in the previous year, has had leave of absence for the continuation of work under way with the American School of Classical Studies in Athens, and the administrative work of the Library has been carried on, as before, by the Assistant Librarian. The following exhibitions were held in the Avery Library during the year: Early Accounting Books presented to the University by Professor R. H. Montgomery, July-August; Loan exhibit of Etchings and their processes, from Messrs. Keppel & Co., August-September; Water colors and drawings by Perry Coke Smith, winner of the McKim Fellowship, and water colors and drawings by Frederick J. Woodbridge, October; Exhibition of Chinese achievement in Art and Culture, November-December: Architectural sketches done in 1886 for the Pugin Scholarship (English Royal Academy of Arts) by T. MacLaren, December; Books from the

special Joan of Arc Collection, Some editions and translations of plays by Molière, Apulien: *Mittelalterliche Architektur und Skulptur*, December-January; Current work of the School of Architecture (designs for a Crematory), February-March; Keppel Memorial etchings and rarities from the Avery Collection, April-May; Competition drawings for the Perkins and Boring Fellowships in Architecture (a small Court House), June.

The General Library contributed by loans to two exhibitions of more than ordinary interest during the year. To an exhibition of manuscripts representing the first century of American Independence, held at the Agmerican Academy of Arts and Letters and under the auspices of the Academy, the Library contributed fifteen holograph letters, among them letters, variously addressed from Bryant, James Fenimore Cooper, Benjamin Franklin, Nathaniel Hawthorne, Oliver Wendell Holmes, and Washington Irving. To an exhibition illustrative of Colonial Education, held at the Van Courtland House Museum under the auspices of the National Society of the Colonial Dames of the State of New York, the Library loaned from its collection of Columbiana eight items bearing upon the earliest history of the University.

Of the two Columbia University Bulletins issued from the Library, the University Bibliography for 1924, compiled by the eference Librarian, appeared as a pamphlet of 109 pages con R ning 2,018 titles of University publications; and the List of Essays for the Masters Degrees, compiled by the Supervisor of the Catalogue Department, as a pamphlet of 52 pages containing the author and subject record of 469 Essays submitted during the year in partial fulfillment of the requirements for these degrees.

The routine work of all departments of the Library has greatly increased during the year under consideration.

With the German mark stabilized, the English pound

With the German mark stabilized, the English pound practically at par, and the French franc and Italian lira relatively stable, a period of comparative relief has come to the Accessions Department, in that for the first time in many years it is possible to know that, although they are not cheaper,

the listed price of foreign purchased books will be the billed price and that which was had in mind when the book was ordered. The cost of binding, particularly in Germany, has steadily increased so that more and more unbound books are imported to be bound here. Books in all countries, including our own, are not cheap, and as the output of necessary books is enormous, the Library funds have had a greater drain upon them than ever before.

The Catalogue Department in addition to its regular work is gradually replacing, as a reasonable method of procedure, the old small cards in the main Catalogue, which on account of the disparity of size has been and is a source of confusion and annoyance to users of the Catalogue in the ordering of books, with the standard card now generally used by all large libraries. Important subjects are being first considered. Among others, during the year, three hundred titles in British history were recatalogued and the small cards replaced by Library of Congress cards. The process of replacement continued during the series of years along these lines will ultimately accomplish its purpose without undue embarrassment or expense.

There has been a marked increase during the past years in the demand for research service, evident both in the call for books of a research character, in the use through interlibrary loans and other cooperative efforts for research material in collections and sources outside the University, and markedly in the increase both in the quantity and quality of the requests for reference aid made to the Reference Department. Such an increase in research work is difficult to measure, as it is naturally not a matter in which separate statistics can be kept, but perhaps the best example of it is to be found in the Ph.D. dissertation as an evidence of the research work of the individual student. The annual output of dissertations for the doctors degree was 59 in 1915, and 160 in 1924, or more than double the 1915 figures. As each dissertation makes a considerable demand upon the Library for research service and research material of one kind or another, such demands must have doubled in the period in question. The University Bibliography, compiled each year by the Reference Librarian, is a further illustration of the increased literary and research activities of instructors and students and the consequent increased demand made upon the Library resources. A comparison of the University Bibliography for the years 1916 and 1924 shows that departmental publications increased from 76 to 168, publications of officers from 840 to 1608, and doctoral dissertations, as already mentioned, from 59 to 160. During that time the Bibliography has increased in size from 79 pages in its 1916 issue to 109 pages in 1924.

An interesting development, partly due to new needs and developments created by the war and continued by afterwar conditions and policies, has been the increase in the international character both of the Library collections and of the demands made upon the Library service. More and different language dictionaries are in demand. An interesting illustration is the use of general encyclopedias in the Reference Reading Room. Before 1915, a collection of the best encyclopedias in English, French, German, Italian and Spanish proved adequate for most demands, but now the collection contains encyclopedias, in addition to those already mentioned, in Dutch, Danish, Norwegian, Swedish, Polish, Czech and Russian, and most of these are frequently used.

In an unusually long list of gifts to the Library, consisting in all of 13,387 books, 12,721 pamphlets, 135 maps, autograph letters and other minor items, the following are among the most notable. From officers of the University gifts were received, among others, as follows: from President Butler, 344 books, 224 pamphlets and other items; Provost Carpenter, 171 books, 38 pamphlets and other items; Robert Arrowsmith, 78 books, 126 pamphlets; Franz Boas, 41 books, 158 pamphlets; Walter L. Bogert, 36 books, 9 pamphlets; Wendell T. Bush, 35 books, among them Pascal's Lettres Provinciales, already mentioned, Larisse, Histoire de France Contemporaine, 10 volumes; Edward M. Earle, 18 books, 17 pamphlets; James C. Egbert, 22 books, 419 pamphlets; Jefferson B. Fletcher, 56 books, 5 pamphlets; Dixon R. Fox,

6 books, I pamphlet; John L. Gerig, 36 books and other items; Franklin H. Giddings, II books; Henry W. Gillett, 30 books; A. V. W. Jackson, 9 pamphlets; Douglas W. Johnson, 12 books, 75 pamphlets; S. W. Lindsay, 32 books, 121 pamphlets; Clarence J. Manning, 2 books, 12 pamphlets; Brander Matthews, 307 books, among them 89 on Molière, 26 pamphlets; R. H. Montgomery, 48 books, I pamphlet, all for the research collection on Accounting; John Bassett Moore, 21 pamphlets; G. C. D. Odell, The Works of John Dryden in 18 volumes; Douglas B. Parker, 89 books; Edward D. Perry, 160 books, among them Selected Bindings from the Genadius Library, 174 pamphlets; E. R. A. Seligman, 36 books, 296 pamphlets; Walter I. Slichter, 14 books; Munroe Smith, 250 pamphlets; Frank T. Van Woert, 45 books; William E. Weld, 13 books, 1 pamphlet; Mrs. James R. Wheeler, 406 books, 95 pamphlets from the library of the late Professor Wheeler. From other University sources the following were received: Department of English and Comparative Literature, 18 pamphlets; Department of Social Science, 14 books, 156 pamphlets; Faculty of Political Science, 20 copies legal bibliography, Shepard's Citations; Columbia University Press, 57 books; Columbia College Class of 1902, 2 Latin books of value; College of Dentistry Freshman Class, 4 books; Pulitzer Prize Committee, 116 books, 3 pamphlets. Important gifts from other and varied sources were, among many others: Agence économique de l'Afrique Occidentale Francaise, 6 maps; Gouvernement général de l'Afrique Occidentale Française, 2 maps; American Association for International Conciliation, 11 books, 137 pamphlets; American Mathematical Association, I book, 7 pamphlets in Dutch; American Museum of Natural History, 4 books, 14 pamphlets; Carnegie Endowment for International Peace, 58 books, 30 pamphlets and other items; Carnegie Foundation, 22 German dissertations; Catalonian Cultural Committee, 4 books, I pamphlet; the Prince of Chandaburi, 4 books; Chinese National Association for the Advancement of Education, 16 bulletins; Committee on Cooperation in Latin America, American Section, 20 pamphlets; Czechoslovak Consulate

General, 5 books; Danzig Stadtsbibliothek, 6 books; Biblioteca Ruben Dario, 4 volumes Dario Obras Completas; G. H. Doran Company, 16 copies Beck Constitution of the U.S.; Egypt: Ministry of Finance, Survey Department, 7 parts Archaeological Survey of Egypt; France: Ministère de l'Instruction Publique et de Beaux-Arts, 50 maps Carte photographique du ciel; German Consulate General, 29 stenographic reports of the present German Reichstag; German Reichsbank Directorium, 3 books, 3 pamphlets; Harcourt, Brace & Co., 6 books; Harvard University Committee on Economic Research, 110 reprints; Japan Consulate General, 2 books; James D. Lacey & Co. 16 books; Consulate of Latvia, 21 pamphlets on Latvia; Lawyers Cooperative Publishing Company, 37 volumes of State Papers; Library American Studies in Italy, 8 books, 70 pamphlets; Lithuanian Consulate, 4 bulletins and other items; Liverpool Marine Biological Committee, 9 annual reports; Liverpool University, 2 books, 4 pamphlets; Metropolitan Museum of Art, 2 books, 2 pamphlets; Dutch East Indies Governor General, 17 books, 14 maps; New York Academy of Sciences, 9 pamphlets; New York Public Library, 2 books, 11 pamphlets; Peru: Ministerie de Instruccion Bibliotecas y Musee, 5 books; Legation of Poland, 2 books; Poland: Ministère des Affaires Etrangeres, 48 pamphlets; Rio de Janeiro Public Library, 6 books; Russia: State Publication Office Scientific Sector, 24 pamphlets; Schweizerische National Bank, 6 pamphlets; Service Polonais des échanges internationaux, 8 books, 235 pamphlets; Siam: King Rama IV, 11 volumes Commentaries on Buddhakosa; South African Reserve Bank, 7 pamphlets; Observatorio de Tacubaya, 11 maps Carte fotografica del cielo; State of Texas Reclamation Department, 39 maps; Union Theological Seminary, I book, II pamphlets; U. S. Bureaus and Departments, 148 books and pamphlets; Veterans of Foreign Wars of the U.S., 52 broadsides and pamphlets; Wyoming Historical and Geological Society, 19 volumes Historical Record. Gifts of books and pamphlets from individual donors were received, among others, as follows: A. E. Albrecht, 20 books and 500 pamphlets on

Industrial Relations; Mrs. Hicks Arnold, 12 books and other items; Delia Austrian, 10 books, 2 pamphlets; August Barth, 7 books; Estate of George B. Bates, 30 books, 26 pamphlets, principally Columbiana; W. G. Bates, 2 books, 47 pamphlets; H. F. Bergman, 10 reprints; Mrs. Emil L. Boas, 86 books; Mrs. N. M. Butler, 31 numbers La petite illustration; Major William Butler, 25 books on Accounting; Elbridge Colbv. 26 books, among them, Inchbald The Modern Theatre 10 volumes; James L. Dohr, 12 books on Accounting; Clyde Furst, 27 publications of various foreign universities; Mary C. Graves, 75 numbers Commercial and Financial Chronicle; Estate of Clifford Gray, 2805 books; Rev. Acton Griscom, 59 books and other items; Mrs. C. A. Griscom, 17 books. 102 numbers La petite illustration; Sarah M. Hester, 11 books on Philosophy and Psychology; W. H. Hoffmann, 14 pamphlets; Austin B. Keep, 35 books, 84 pamphlets; Camillo Von Klenze, 5 volumes Beytrag zum deutschen Theater; Adolf Kopp, 83 books; G. R. Lawton, 12 books; C. Leclere and C. S. Kellogg, 6 volumes Croquis d'architecture; D. Mamartcheff, 104 books, 88 pamphlets, 4 maps; Elizabeth C. Morris, 11 pamphlets; Mrs. J. Oppenheim, 24 books, among them 16 volumes Engineering and Mining Journal, 74 pamphlets; H. S. Osborne, 64 pieces Columbiana; I. M. Petrovich, 25 pamphlets; Henry S. Pritchett, 3 books; Norman de Garis Davis The Tomb of Puyemré at Thebes, 2 volumes, The Tomb of Nakht at Thebes; Mrs. Walter Rathenau, 5 books, 4 pamphlets by Walter Rathenau; G. L. van Roosbroeck, 33 books, 143 pamphlets, among them An Inaugural Dissertation on the Phenomena, Causes and Effects of Fermentation. Submitted to the Examination of the Revd. William Smith, S.T.P. Provost, the Trustees and Medical Professors of the College of Philadelphia for the Degree of Doctor of Medicine on the second day of June, A.D. 1790. By John Penington, of Philadelphia, Philadelphia. Printed by Joseph James M,DCC,XC.; Edward M. Slocum, 34 books, 3 pamphlets; Cargill Sprietsma, 8 books; Max Talmey, 16 pamphlets by him on Ilo, "the international language"; William F. Thomas, 04 books, 4 pamphlets: Mildred S. Wertheimer, 11 German

pamphlets; Davis E. Wilber, 14 books; Josephine Wuppermann, 6 volumes Kant's Werke; James T. C. Yu, 6 books in Chinese. From the American Statistical Association came its accumulation of material received for review and exchange to the number of 3000 items, with the understanding that in future such publications received by them should come eventually to the Library. The Marvyn Scudder Financial Library received during the year 7,597 items. From anonymous sources were received 866 books, 6,745 pamphlets, Volume I The Man in the Moon, or Travels into the Lunar Regions containing the signature of Robert Browning.

Gifts of money in addition to those received for the purposes of the Law Library, already mentioned, were as follows: from Director J. C. Egbert, \$4,012.50 for books and equipment of Extension Reading Room, \$200 for the Marvyn Scudder Financial library; the student Columbia Optometric Association for the purchase of books on Optometry, \$147.20; Rev. Acton Griscom, \$809.43; A. Hirsh for Germanic books \$150; James Loeb, the annual gift for material on Labor, \$175; Brander Matthews for books for the Dramatic Museum library, \$159.44; O. S. Morgan \$30 and Brander Matthews \$5 for Columbiana.

The Library distributed doctoral dissertations and duplicate material to the following local institutions among others: Engineering Societies Library, New York Academy of Medicine, New York Botanical Garden, New York Public Library, New York University, College of Pharmacy, Union Theological Seminary, Russell Sage Foundation, Medical Society of the County of Queens. In addition to the regular list of exchanges, dissertations and duplicates were sent out to a long list of institutions at home and abroad. Among them the most important were the following: American Merchant Marine, 40; American School of Classical Studies at Athens, 42; Library American Studies in Italy, 75; Holland: Buitenzorg, Department van Landbouw, Nijverheid en Handel II; Belgium: Ministère de l'Industrie et du Travail, 18; Honolulu: Bernice Pauahi Bishop Museum, 48; Philadelphia College of Physicians, 29; Canada: Department of Agriculture,

10; Portugal: University of Coimbra, 150; Czechoslovak Ministry of Education, 60; Durham, N. C., State Normal School, 40; University of Delaware, 7; Pics, Hungary: L'Université Royale Hungroise, 6; Explorers Club, 8; Friends of Mexico Committee, 150; Southern College, Lakeland, Florida, 220; Greifswald University, 13; Hamburg Commerzbibliothek, 22; Hamburg Staat-und Universitäts Bibliothek 10; High Point College, N. C., 15; Iowa State University, 13; India: Imperial Department of Agriculture, 45; Journal Russe de Zoologie, 35; University of Lyons, 8; Los Angeles Public Library, 15; University of Liverpool, 10; Maine State Library, 13; Maine University Library, 7; McGill University Library, 5; Mexico: Universidad Nacional, 32; Morris Harvey College, 37; Mountain Home College, Arkansas, 20; New York State Library, 33; Notgemeinschaft d. deutschen Wissenschaften, 108; New Zealand: Department of Internal Affairs, 24; Pennsylvania State College, 130; Perm, Russia: Institut des Recherches Biologiques, 110; Princeton University, 136; Pennsylvania University, 6; Pretoria University College, 19; Stellenbosch University, 4; University of Sydney, 3; University of Tokyo (Grav Gift), 1750; Municipality of Tokyo, 6; University of Toronto, 15; Texas College, 50; U. S. Bureaus and Departments, 162; Moscow: R. S. Veller-Bureau of Cultural Relations, 119; Wyoming Historical and Geological Society, 17; Washington University, II. The regular yearly exchange list was the unprecedented number of 10.889 Columbia dissertations.

In conclusion, I would submit the following general statistics:

Accessions:

V	olumes added:																
	General Library	an	d :	De	ра	rt	me	ent	s								18,611
	School of Law .																12,869
	School of Medici	ne															1,321
	Dental School .													•			1,655
	Avery Library .																617
	Barnard College																2,321
	Teachers College							٠		•			•				4,005
	College of Pharm	iac	y												٠	٠_	376
	T . 1																

REPORT OF THE ACTING LIBRARIAN 313											
Total of volumes in University Libraries, June 30, 19251,024,423 Estimated unbound pamphlets 50,000											
Gifts: 13,387 volumes, 12,721 pamphlets, 135 maps, and other items											
Exchanges: Pieces received											
Total											
Orders placed											
Cataloguing: Cards made and filed in General Library and Departments: New Cards											
Total											
Volumes catalogued35,976Volumes recatalogued12,500Volumes reclassified200Volumes lost or withdrawn776											
Binding:											
In Library Bindery: Books and pamphlets bound											
Total											
Outside of Library:											
Volumes bound and rebound											
Total											
Circulation: Volumes supplied from Loan Desk, including renewals 231,463 Volumes in libraries loaned and used											
Total recorded use of libraries											
Respectfully submitted,											

WILLIAM H. CARPENTER,

Acting Librarian

June 30, 1925

REPORT OF THE SECRETARY OF APPOINTMENTS

SEPTEMBER 25, 1924 TO OCTOBER 1, 1925

To the President of the University

Sir:

I have the honor to present herewith a record of the work of the Appointments Office for the year 1924–1925.

It is gratifying to report that our figures show a most satisfactory increase in positions filled for the year just ended as compared with the year 1923–1924. Following is a summary of our work for the year, an itemized tabulation of which is appended to this report.

	Regis-	Posi-	Inter-	Positions Filled							
	tration	tions Offered	views	1924-25	1923-24	1922-23					
Full Time											
Men	503	590	892	140	91	45					
Women	695	494	983	141	118	124					
Teaching											
Men and Women	*	*	*	34	21	24					
Part Time											
Men-Winter	1,161	1,582	1,988	1,405	1,445	1,002					
Men—Summer	839	980	1,500	795	605	578					
Women—Winter	672	874	1,135	703	675	444					
Women—Summer	493	494	713	377	288	333					
Total	4,363	5,014	7,211	3,595	3,243	2,550					

^{*}Note: The total registration, positions offered, and interviews in the teaching work, are not comparable with those in other fields and are therefore not included.

You will note that the office filled a total of 315 full time positions as compared with 230 the year previous, and a total of 3280 part time positions as compared with 3013 filled the previous year. There has been a substantial increase in full time positions for both men and women. The increased effort

which the office is placing on our service to new graduates is proving fruitful and will undoubtedly result in a most satisfactory condition within the next year. A general discussion of the full time employment situation will be found further along in this report.

You will note a total of 1405 part time positions filled by men during the year, a slight decrease from the total of the previous year. This decrease is the result of our avoiding as far as possible those temporary part time jobs where the financial return does not justify the time spent either by this office or by students. In taking this stand, we are following out the policy stated in my report of last year. An outstanding example of the un-worthwhile job is the item in that report of 486 ushers placed, which in large part represents work done by students at football games other than those in which Columbia participated. The detail work involved in filling such jobs is almost as great as in filling much more important positions.

May I call your attention to the figures in the above column headed Interviews. These figures are most significant. They represent the total number of contacts arranged by the office between prospective employers and the students and graduates desiring employment. Just as the number of positions filled is a basis for estimating the service of this office, so should we consider important and significant the total number of opportunities for employment made available to our candidates.

In my last annual report, I set down as our prime aim as regards full time permanent work, that "we should endeavor to place satisfactorily our new graduates in their first positions." I think it advisable that we continue on that basis for the present. We, of course, place a certain number of older, more experienced men, but the aggressive work done by us is concentrated on placing our new graduates of the various schools. We find a most cordial spirit among employers. Our list of those using the office is growing rapidly and in many organizations we have established a definite sequence of one or more men yearly.

We are receiving a great deal of help from committees of the

various schools. As you know, our relations with the Law Clerkship Committee of the Law School Alumni Association are most cordial and productive. The combined efforts of this committee, the student committee of the Third Year Class in the School of Law, and the Appointments Office, aided by the Law Faculty as an advisory body, have produced the results shown in the summary appended to this report.

During the past year, there has been appointed by the Director of the School of Business, a Faculty Committee on Employment. An arrangement has been worked out for close coöperation between this committee and the Appointments Office. All recommendations and subsequent placements of School of Business students or graduates are made by the Appointments Office with the approval of the Committee on Employment. The Committee serves as an advisory body to the School of Business men and women who are undecided as to the field of business for which they are best fitted and in addition actively seeks out opportunities in business for its students and graduates.

There are at present plans under way for the organization of a committee of the Alumni Association of the Engineering School to be of vocational assistance to the Engineering student and graduate, first to decide on his field, and, second, to place him satisfactorily in it.

Our work in placing the graduates in June, 1925, showed a distinct advance over the beginning made the year previous. About 70 men from the graduating classes were placed by the Appointments Office and the committees operating through it. The largest number of placements in proportion to registrants were made among the graduates of the School of Law, second the School of Business, and third, Columbia College.

We find more and more of the larger business organizations throughout the country sending what might be called recruiting expeditions to the colleges and universities each spring. The Appointments Office is in contact with most of these companies and makes all necessary arrangements for the interviewing of those men in the Senior classes who seem best fitted for the particular type of work. This recruiting sys-

tem is increasing rapidly in popularity among the larger corporations. It is desirable from our point of view since it makes it possible for our men to consider possible employment not only with those companies whose headquarters are in New York, but with a great many first-rate organizations throughout the country.

A phase of our full time permanent work which is developing steadily is the placement of men and women attending night classes in the Department of University Extension. We are receiving an increasing number of requests for young men without degrees. The openings are of a more elementary nature than those requiring graduates, but frequently offer real possibilities, provided the student continues his evening studies, thus equipping himself for future advancement.

The past year has been one of real progress in developing the field of part time work for both men and women students. The outstanding and most significant feature is the increasing inclination on the part of corporations to use students wherever possible for part time work. We should feel proud in the knowledge that our students through their reliability, willingness, and capacity for work, have sold themselves so completely to many of the large employers of labor in the city. Such employment is the sort that is of most benefit to the men doing it. Not only does it enable them to pay for their education, but it gives them a practical introduction to business which will be most helpful after graduation. They also have the satisfaction of knowing that they are doing men's work and doing it well. They will find on graduation that the employers with whom they seek permanent work, will attach real importance to this earlier employment.

A system has been devised to enable this office to have the benefit of the opinions of Dean Hawkes and Mr. Chadwick regarding each freshman who comes to us for work. In recommending sophomores, upper classmen, and graduate students for positions, we have their previous Columbia records as a definite indication of their ability. Since freshmen, however, have no Columbia background or reputation,

it is most helpful to us in working with them to have this opinion and comment of the Admissions Office and the Dean.

As the work of the office increases, bringing us more and more candidates to be placed in more and more positions of varying responsibility, I am constantly impressed with the high calibre of the young men and women with whom we have to deal. With practically no exceptions, the self-supporting students at Columbia are reliable, loyal, mentally mature workers, determined to succeed. We see them cheerfully undertaking disagreeable sorts of work. We are constantly finding men performing difficult tasks satisfactorily not only in the furtherance of their own interests but in a loyal desire to maintain the prestige of the University and of this office.

It might be of interest to consider briefly the value to the students of their employment outside of class room hours. Certainly it is worth more than simply the provision of funds for food, room, or tuition. There is a spiritual value in that broadening and developing process by which, in a period of sometimes not over a year, a timid, even colorless freshman. completely lacking in self-confidence, is changed into an upstanding, self-reliant worker. We see such development taking place constantly in the men who have come to us. It is not merely a process of over-rapid maturing in which the student is forced by circumstance to leap ahead into manhood, missing that full enjoyment that belongs so peculiarly to life at eighteen or twenty-one. Nor does the student worker find himself in a rut with a round of work, study, and sleep ahead. Rather, if he is successful in earning his way, he derives a solid satisfaction from doing it. Combined with his youth, enthusiasm and vitality which have in the first place induced him to undertake the difficult task of working for his education, he has now developed some of a man's capabilities. He has discovered a talent which he can sell to others. Whether it be waiting on table or statistical research, the spiritual effect is the same. He is self-reliant, confident of his ability to take care of himself.

His sense of responsibility develops rapidly. At first it is forced on him by the necessity of holding his job. Later it

increases and is cultivated by him because it is one of the qualifications of a good workman. His employer relies on him, has entrusted a responsibility to him; he must do his job well. At the same time he is learning the value of money and of the education which he buys with that money. He is learning to balance his expenditures against his income, to budget his yearly expenses accurately, and to conserve surplus earnings against a future time of need. Small wonder that those business houses most interested in college trained men, and most adept in seeking out those with the greatest promise, should be keenly interested in the self-supporting student.

You will note in the summaries included at the end of this report a schedule headed "Placements by University Departments." In theory this office as the central placement office of the University, should handle all recommendations made by the University or its members. Actually in many cases, there are good reasons why specific recommendations can be more effectively made by members of the Faculty. It has been felt, however, that since the report of this office should indicate the help given by Columbia University to its graduates in placing them in suitable positions, we should not allow such individual placements to remain unrecorded. A method has been worked out, therefore, for securing from department heads, reports of the placements made by members of the departments. The appended summary is not a complete record, but it seems distinctly worth while to have it appear in connection with this report.

Following the changes by the Board of Trustees in the scholarship and loan funds, with the attendant increase in the amount of money available for loan, it was decided by the Advisory Committee on Student Loans that all applications for loans should be made to the Secretary of Appointments. Having been approved by him, they should be sent to the appropriate dean or director, and then to the Bursar of the University. The record of each individual case should be preserved in the Appointments Office. This arrangement

is now being carried out, and seems to be most satisfactory. The handling of loan applications ties in closely with the regular work of the Appointments Office. Not only is our previous acquaintanceship with the loan applicant of material help in judging the merits of his application, but on the other hand our knowledge of our candidates for employment is augmented by the information brought out by their loan applications.

For the coming year we plan no radical changes from our aims and methods of the year just ended. The results of our efforts for the last twelve months are most significant in pointing out new sources of employment, both student and graduate, which should be further developed. One outstanding field is that with the larger companies which employ numbers of people. We shall continue our policy of aiming for the permanent part time job rather than the temporary one. This policy curtails our totals in the Positions Filled column, but causes those figures to represent real lasting service to students and graduates rather than temporary unremunerative aid.

We plan to begin still earlier next spring our preparations for placing the June graduates. Competition among University graduates for the better initial openings and among the large employers for the better University trained men, is so keen that the contacts between employers and candidates are being made early in the spring rather than during the month prior to graduation. This situation is most noticeable among the law firms and third year law students. Even before Christmas many contacts will have been made, and half the work of the Law Clerkship Committee will have been completed by April.

As I stated in my last report, the field in which our efforts are producing the least results, is our service to teachers. We have shown a considerable percentage increase this year, but our total is small. This is due in part to the relatively small amount of time given to our teaching work, but I am also convinced that there are changes which should be made in our method of making recommendations if we are really to improve it. We are at present using the method in vogue in most

appointments offices, accompanying our recommendations with the folder termed "Confidential Information" which contains the academic record and the letters of recommendation of the candidate. I am certain that this sort of material falls short of what the appointing officer wants before he feels justified in making the appointment. We are at present beginning a study of the situation by asking for criticism and suggestion from a number of the people who use the service of this office. I am confident that within a year we will be able to work out a more satisfactory method of carrying out our teachers placement work.

I should like to express my appreciation of the interested and helpful attitude of the members of the Appointments Office staff. Success in our work demands complete coöperation and our increase in volume of business is due in large part to the enthusiasm and willingness of the members of the organization.

Respectfully submitted,

NICHOLAS McDowell McKnight,

Secretary

October 1, 1925

POSITIONS FILLED BY APPOINTMENTS OFFICE

MEN-FULL-TIME

OCTOBER I, 1924-SEPTEMBER 30, 1925

Accountant	5 ¹	Executive Secretary	I
Advertising Copywriter	5	Foreign Trade	2
Advertising Director	I	Law Clerk	485
Advertising Solicitor	I	Mechanical Engineer	2
Assistant to Executive	I	Office Manager	I
Assistant to Editor	I	Personnel Director	2
Assistant to Manager	1	Private Secretary	3
Assistant to Personnel Director	I	Publicity Writer	I
Assistant to Publicity Director	I	Real Estate Salesman	6
Assistant to Purchasing Agent	I	Research Chemist	I
Bank Clerk	I^2	Resident Tutor	3
Casualty Insurance Agent	I	Salesman	15
Chemist	I	Sales Correspondent	3
Civil Engineer	1	Sales Promoter	· 2
Clerk	8	Securities Salesman	4
Construction Timekeeper	I	Statistician	3
Credit Investigator	7	Stenographer	16
Department Store Training Squa	dI^3	Miscellaneous	I
Draftsman	I		
Economic Research Worker	14	Total	140

- 1 Two positions filled in cooperation with the School of Business Committee on Employment.
- ² Filled in coöperation with the School of Business Committee on Employment.
 ⁵ Filled in coöperation with the School of Business Committee on Employment.
- 4 Filled in cooperation with the School of Business Committee on Employment.
- Forty-one positions filled in cooperation with the Law Clerkship Committee. Filled in cooperation with the School of Business Committee on Employment.

WOMEN-FULL-TIME

OCTOBER I, 1924-SEPTEMBER 30, 1925

Assistant Publicity Director	I	Librarian-typist	28
Assistant Sub. Teacher	I	Office Assistant	3
Bookkeeper	2	Proofreader	I
Bookkeeper and Accountant	11	Publicity Worker	I
Cashier	I	Reporter	I
Clerical Assistant	4	School Secretary	I
Correspondent	I	Secretary	55
Costume Illustrator	I	Secretary Bookkeeper	I
Doctor's Assistant	I	Statistician	5 ⁴
Editorial Assistant	I	Stenographer	42
Employment Assistant	I	Stenographer-bookkeeper	I
Executive Secretary	I	Typist	9
Laboratory Technician	I		
Librarian	2 ²	Total	141

¹ Filled in cooperation with the School of Business Committee on Employment.

One position filled in cooperation with the School of Business Committee on Employment.

Two positions filled in cooperation with the School of Business Committee on Employment.

Two positions filled in cooperation with the School of Business Committee on Employment.

COLLEGE AND UNIVERSITY TEACHING APPOINTMENTS 1924-1925

	Men	Women	Total
Administrative	I		I
Botany and Zoölogy	I		I
Chemistry	3		3
Economics	3		3
English	2	4	6
English and Dean of Women		I	I
Geography		I	I
History	4	2	6
Mathematics		4	4
Modern Languages	6		6
Physics	I		I
Sociology	I		I
	22	12	34

PLACED BY UNIVERSITY DEPARTMENTS OCTOBER 1, 1924-SEPTEMBER 30, 1925

	Business and		
	Technical	Teaching	Total
Architecture	3		3
Chemical Engineering	5	I	6
Chemistry	25	25	50
Electrical Engineering	5		5
Journalism	8		8
Mechanical Engineering	I		I
Mining Engineering	4		4
Psychology		4	4
			
	51	30	18

. POSITIONS FILLED BY APPOINTMENTS OFFICE PART-TIME

OCTOBER I, 1924-SEPTEMBER 30, 1925

	WINTER Oct. 1, 1924- May 31, 1925	SUMMER June 1, 1925- Sept. 30, 1925
Accountant	4	3
Actor	7	9
Announcer	1	
Athletic Coach	6	I
Attendant to Invalid	3	
Bank Clerk	I	5
Blood Donor	3	· ·
Bond House Clerk	I	
Bookkeeper	3	2
Botanist		I
Bowling Alley Attendant	4	3
Boys Club Leader	9	2
Camp Assistant Director		I
Camp Bookkeeper		I
Camp Councillor		18
Camp Music Director		I
Camp Porter		2
Camp Stenographer		1
Canvasser	35	9
Carpenter	2	
Cashier	12	5
Caterer		ı
Chauffeur	5	6
Chautauqua Advance Agent		I
Chemist	I	I
Chinese Cook	I	
Chinese Scribe	4	I
Church Singer	ī	I
Clerk	184	55
Clinical Worker		2
Cloak Room Attendant	4	E.
Companion	20	12
Cover Designer	2	
Demonstrator		ı
Detective	2	
Doorman	8	
Draftsman	8	7

APPOINTMENTS

PART-TIME POSITIONS FILLED—(Continued) MEN

	WINTER	SUMMER					
Electrical Repairman	40	I					
Editor	3	3					
Elevator Operator	3	2					
Electrical Engineering Assistant		I					
Entertainer	3						
Examination Aide		I					
Factory Worker		8					
Freight Handler	I						
Furnace Attendant		I					
Glee Club Leader	I						
Guide	8	4					
Hospital Assistant	2	·					
Hotel Clerk	3	17					
Information Clerk		4					
Interpreter	8	3					
Investigator	16	10					
Journalist	6	I					
Laboratory Assistant		2					
Law Clerk		I					
Lecturer	2						
Librarian	I	2					
Life Guard		3					
Magician	I						
Manual Laborer	29	33					
Manual Training Teacher	2						
Marionette Operator		I					
Mechanic	2						
Mechanical Engineer	I						
Medical Assistant	<u>-</u>	1					
Messenger	82	21					
Motorboat Operator	I						
Musician	55	3					
Office Boy	30	I					
Part-time Teacher	3	10					
Payroll Messenger	3	4					
Physical Director	5	6					
Physician's Assistant	3 I	J					
Porter							
Process Server	3						
		38					
Proctor	17	30					
Proxy Solicitors	10						

PART-TIME POSITIONS FILLED—(Continued) MEN

	WINTER	SUMMER
Psychology Test Subjects	78	
Pullman Conductors	•	5
Radio Installer	I	ī
Reader	I	
Real Estate Agent	2	2
Research Worker	3	5
Resident Tutor-Companion	Ū	3
Sales Promoters		6
Salesman	54	26
Secretary	I	
Settlement Worker	I	2
Snow Shovelers	4	
Sports Official	3	
Statistician	4	
Stenographer	19	5
Stereopticon Operator	5	
Straw Vote Counters	7	
Sunday School Superintendent	•	1
Supervisors for Examinations		8
Swimming Instructor	•	2
Telephone Operator		11
Timekeeper		2
Traffic Checker	18	
Translator	20	6
Tutor	128	95
Tutor-Companion	7	6
Typist	15	22
Ushers	161	23
Watcher at Polls	53	2
Watchman	2	9
Waiter	86¹	1543
X-Ray Subject	11	0.
Miscellaneous	8o²	654
	I,405	795

¹ Through Commons 69.

² Through Cosmopolitan Club.

³ Through Commons 86.

⁴ Through Cosmopolitan Club.

POSITIONS FILLED BY APPOINTMENTS OFFICE WOMEN PART-TIME

OCTOBER I, 1924-SEPTEMBER 30, 1925

	WINTER Oct. 1, 1924- May 31, 1925	SUMMER June 1, 1924- Sept. 30, 1925
Accompanist		I
Adding Machine Operator	I	
Advertising Writer	I	
Apartment House Attendant	ı	
Arranger of Chinese Exhibit	I	
Athletic Instructor	2	
Attendant at Lecture	2	
Basket Ball Coach	I	
Bibliographer		I
Bookkeeper	I	r
Bridge Coach	I	
Camp Councillor		3
Camp Tutor		I
Caretaker		3
Cashier	2	2
Chaperone	I	
Clerical Worker	122	48
Cloak Room Assistant	2	
Companion	6	9
Cook	4	3
Demonstrator	3	
Distributor	I	
Dishwasher		I
Draftswoman	3	
Drawing Teacher	I	
Dressmaker and Designer		I
Editorial Assistant	2	
Elocution Teacher	I	
English Critic	2	
Examination Reader		I
File Clerk	I	
Freehand Artist		2
Governess	I	I
Hammond Typist		1

PART-TIME POSITIONS FILLED—(Continued) WOMEN

	WINTER	SUMMER
Hostess	20	
Household Assistant	8	
Legal Editorial Writer	I	
Magazine Artist		3
Millinery Designer		3
Mothers Helper	103	20
Part-time Teacher	2	I
Poetry Critic	I	
Proofreader	ı	
Reader		2
Reporter	5	5 🐷
Research Worker	I	I
Seamstress	4	
Secretary	13	9
Social Worker		4
Soprano	I	ī
Statistician	I	I
Stenographer	92	52
Stenographic Reporter	2	
Store Clerk	12	ı
Tabulator	2	
Tea Room Assistant	4	
Tennis Coach	ī	
Translator	7	4
Tutor	55	44
Typist	184	131
Waitress	191	162
Writer	ĭ	
	703	377
		Grand Total 1,080

¹ Through Commons 7. ² Through Commons 9.

REPORT OF THE CHAIRMAN OF THE BOARD OF STUDENT REPRESENTATIVES

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1925

To the President of the University

Sir:

The report of the Student Board dates back to February, 1924, when Laurence Tiihonen and Royal J. Cooney were elected as Junior members. The following April saw the five remaining members elected: Frank T. Anderson, Fredrick V. P. Bryan, Joseph H. Gleason, John F. Van Brocklin, and Harold C. Wilson. At the first meeting of this new body, Royal J. Cooney was elected to be chairman of the group.

In the fall of 1924 the Board accepted with regret the resignation of Frank T. Anderson. Frail health was the reason for Mr. Anderson's withdrawal. The Board immediately elected Reynolds Fowler to fill the vacancy.

With the formation of a Junior Freshman Advisory Committee composed of Hugh Kelly, '26, Halsey Van Wyck, '26, and Vernon Lohr, '26, the Board proceeded to carry on its formal duties. The Freshman Reception was the initial effort to provide a suitable entrance into Columbia College of the new 1928 class. Fred V. P. Bryan acted as chairman of the affair and was ably assisted by Allan Maybe, '26, and John Lorch, '27. The incoming class was honored by the presence of Dean Hawkes and the coaches of the various athletic teams. Spirit was inoculated into the members of the class from the first moments of their Columbia existence.

Support of the football team was the next step fostered by the Student Board. A successful team demanded the willing backing of an enthusiastic Student Body and this was much in evidence at the Columbia-Pennsylvania game played at Philadelphia. The Student Board chartered a special train and ran a "Philly" Special on which there were 600 Columbia supporters. The committee man in charge of this successful venture was Joseph H. Gleason. Student Board deposited a profit amounting to \$125 with the treasurer of King's Crown.

Interclass scraps foster spirit among the lower classes and so the Board staged an annual Tug-of-war contest between 1927 and 1928. Under the guidance of a Board member, Reynolds Fowler, the affair was successfully conducted with the freshmen being returned the victors in a closely fought battle on South Field. This occurred on October 22, 1924.

Rapidly following this struggle the Board appointed Harold C. Wilson, '25, to supervise the Freshman Song-fest. It is traditional that the new class should be a singing one, and, with the able assistance of the 1927 class, the Board discovered a lusty enthusiasm among the freshmen songsters.

A sad blow was delivered to the Student Body in November, 1924, when its beloved football coach, Mr. Percy D. Haughton, was taken from its midst by sudden death. The Student Board, acting as the mouthpiece for the Undergraduate Body, expressed its sorrow in a resolution sent to the bereaved widow. Floral wreaths accompanied the Chairman and Secretary of the Board to Boston where the funeral took place.

Knowing that the departed coach would wish his team to "carry on" the Student Board encouraged the team and Student Body through the medium of a monster "Beat Army" rally in the Commons on Friday evening, November 14, 1924. As chairman of this rally, Fred V. P. Bryan enabled the Student Board to bring the Campus to normalcy again.

Student Board, ever ready to recognize undergraduate skill and merit, undertook to reward its greatest athlete, Walter Koppisch, three times football captain and since All-American football star. The Board called a meeting of the classes and fraternities and it was unanimously agreed upon that Koppisch be presented with a handsome watch. The Board presented this timepiece to Columbia's hero before the Student Body on December 18, 1924, in the gymnasium.

On this day the Board also conducted the annual Cane Sprees between the Freshman and Sophomore classes. The Freshman class was returned the victor. The Yearling class until this time was without a leader so the Board in its official capacity called for the class elections. The following men were the successful competitors:

President E. J. Hollowell Vice-Pres. Charles Fremd, Jr. Secretary Harold Reilly

Treasurer M. Jennings von der Heyde

Student Board completed two constructive programs early in its term. The first was the revision of the constitution of the Van Am Society, a Sophomore organization. This Society was not functioning well and the Student Board of 1923–24 withdrew its sanction from the Society. The 1924–25 Board believed, however, that the situation could easily be remedied and that politics, inefficiency, and disinclination to perform the functions of the Society could be eradicated.

A constitution of the Society was obtained that proved to be unwieldy. Furthermore, it was discovered that the Student Board had no control over the Society. Believing that the Van Am Society, being a student organization, should come under the control of the Student Government, Student Board formed a committee to revise the old constitution. A new Board called the Student Board Advisory Board replaced the former board, composed entirely of students. It was considered unnecessary by Dean Hawkes that the faculty should be represented. This Advisory Board consists of the Chairman of Student Board, two other members of Student Board, the Junior who was president of the Van Am Society in his Sophomore Year, and the present head of the Society. The Chairman of this group is to be a member of Student Board.

Elections to the Society are now conducted solely by this group. The active Society presents the Board with a large list of names and the Advisory Board selects thirty members from that list. The Board has the power to choose men whose names do not appear on the list. The latest delegation was initiated on the evening of the Alumni Reunion, May 15, 1925, and Student Board feels that this group is a truly rep-

resentative one, and that it will function smoothly during 1925-26.

The second venture completed by the Board was the abolition of the physical hazing of the Freshman class by the Sophomore Society of Black Avengers, and the introduction of a psychological punishment to curb recalcitrant Freshmen. This modern and humane form of punishment has proved itself more highly satisfactory than the "barbarous" system previously in vogue. Since its beginning the Freshmen have been extremely careful to observe their obligations. Board not only introduced the new methods of handling the Freshman situation but also simplified the ever increasing number of cumbersome rules that were forced upon the Yearlings. By reducing the rules to six in number and encouraging responsibility among them, Student Board feels that the Freshman class is placed on an honor basis and will be more proudly "class conscious." A good Freshman class means a solid, loval, Senior class.

Should, however, any Freshman be irresponsible and repeatedly infringe the rules, the Student Board saw fit to organize a Student Court on Freshman Rules Infractions. This Court is to be the final jurisdiction on all Freshmen haled before it. It is composed of three Student Board members, two Junior members of the B. A. Society, and two active members of that Society. The Chairman of Student Board is to act as Judge. This Student Court holds its meetings in the Student Board Room and chronic violators of Freshman rules appear for trial before it on the recommendation of the Black Avenger Society.

The extreme penalty meted out by the Student Court is to place a Freshman's name upon an Irresponsibility list which is to be found in the office of the Dean of Columbia College. When a man's name is placed upon this list on the recommendation of the Student Court, it is understood to be a character mark against the offender and the Dean has the power to deny any favors or scholarships to the man on the grounds that he has deliberately seen fit to oppose traditional rules and regulations, and has refused to accept his responsibilities to his class and college.

There was but one occasion to place a man's name upon this Irresponsibility list during the year of 1924-25, and it was only after serious deliberation that the Court found justification in making its recommendation.

Student Board in February, 1925, found it advisable to assist the Editor of *Jester* in the publication of his issues. The magazine was suffering from a dearth of contributions and the competitions for positions on the various boards was not as well-regulated as it should be. It was found by Student Board that the elections to office were being run on a club basis rather than a competitive one, thereby discouraging men of merit from competing for positions on the staff. Student Board therefore organized an Advisory Committee to assist the Editor. It is in effect until the end of the 1925–26 season and is composed of the Chairman of Student Board, one other member of Student Board, and a Faculty member.

The Spring elections to Student Board were held on the last three days of April, 1925. The men elected were Gustave Jaeger, Raymond Kirschmeyer, Alfred Mannheim, Robert Rowen, and Raymond Wagner. Hugh Kelly and George Pease were elected as non-voting members the previous February. At their first meeting Robert Rowen was elected Chairman, and Gustave Jaeger, Secretary.

Student Board feels that with the acquisition of the new Students Hall a great stride has been taken to unite the undergraduates of Columbia College in a closer bond than it has been possible to do heretofore. With the rapid growth of the College in the past few years there has been a tendency among the undergraduates to break away from their classes as units and to form groups. This, the Board believes, is the result of many causes. It can be traced, first of all, to the lecture Since the increase in numbers of the students the rooms. Faculty has been forced to divide the classes into sections. This, it will readily be seen, throws numerous groups of men together instead of the one large class of other days, and the men of each group are content to remain in their one circle, because its benefits are more direct. It is therefore difficult to bring a class together at meeting times.

The class bonds are also loosely woven because of the fact that Columbia is run on the "point" system rather than on a "class" basis. In this way a student often loses his identity with any class and soon is hard pressed to find a common ground on which to stand with his fellow students.

A third and fourth reason for the disintegration of class spirit to group interests lies in the direction of the eating facilities and the fraternity situation at Columbia College. Restaurant conditions in the Campus vicinity are abominable. Uncleanliness is evident and service is poor. The Commons may be excepted but even here there is no real Columbia atmosphere.

It is felt by the present Board that the Students Hall will greatly alleviate present conditions. The Board strongly urges that Freshmen be compelled to eat their meals in the dining hall. This step cannot help but improve class solidarity and we feel that this solidarity is necessary to Columbia's future strength.

The new Students Hall will also bring the various activity groups together. This advantageous move will permit the student to see how extra-curricular activities are carried on. At present East Hall exhibits a hideous and menacing front to the uninitiated student and many students do not even know where class activities are carried on.

Columbia College is fortunate in obtaining this keystone of students' interest and the present Student Board feels confident that it will rapidly renew the lagging interest of Columbia students.

Respectfully submitted,

ROYAL J. COONEY, Chairman

June 30, 1925

REPORT OF THE REGISTRAR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1925 AND FOR THE SUMMER SESSION OF 1925

To the President of the University

SIR:

As Registrar of the University, I have the honor to submit the following report for the year ended June 30, 1925 and for the Summer Session of 1925.

During the year beginning July 1, 1924 there were enrolled at Columbia University 34,823 resident students as compared with 32,769 in the preceding year and 15,913 ten years ago. This student body is made up of three main divisions as follows:

	Men	Women	Total
Undergraduate, Graduate and Pro-			
fessional Schools	7,049	6,343	13,392
University Extension	6,473	4,611	11,084
Summer Session	4,041	8,875	12,916
Total	17,563	19,829	37,392

The figure first mentioned above is the net total arrived at after deducting 2,569 duplications within these groups, 2,413 of whom were students who received instruction both in the Summer Session and the Winter or Spring Session following.

12,916 were enrolled in the Summer Session, 19,889 in the Winter Session and 18,110 in the Spring Session. Thus the aggregate session-registrations numbered 50,915.

5,041 not included above received instruction as non-resident students in University Extension as follows: 2,199 in Extramural courses, 1,854 in Home Study courses and 988 in Special courses.

Of the 13,392 students in the undergraduate, graduate and professional schools 5,085 or 37.7 per cent. were residents of Greater New York, and 670 or about 5 per cent. were from foreign countries. Every state of the Union was represented. One hundred or more came from each of 14 states, twenty-five or more from each of 38 states and ten or more from each

of 45 states. The largest foreign representation in the group was that from China with 226; Canada came second with 122, Japan third with 55 and Great Britain fourth with 28. The ratio of out-of-town students has increased from 54.3 per cent. in 1915–16 to 62.3 in 1924–25.

During the academic year 3,641 at the University received degrees and diplomas in course, 3,542 completing courses leading to a degree as compared with 1,716 ten years ago.

Each of the following departments within the Corporation gave instruction to more than 500 students, exclusive of University Extension, Summer Session and the Schools of Medicine and Dental and Oral Surgery:

Dep	artn	nent								N	o. of	Students
English and C	omp	ara	tive	e Li	tera	atur	·e					1,988 🚡
Physical Educ	atio	n a	nd l	Нуξ	gien	.e						1,373
Romance Lang	guag	ges	and	Li	tera	tur	е		•			1,334
History												945
Mathematics								•		•		906
Economics .												86 o
Chemistry .												772
Private Law												720
Contemporary	Civ	viliz	atio	n								712
Business .					•	•						582
Philosophy .												560
Physics												539
Government												519

In the Summer, Winter and Spring Sessions 110,478 was the aggregate attendance in 3,175 courses offered by the Corporation for resident students excepting the Schools of Medicine and Dental and Oral Surgery. The average class roll was about 35. The following shows the number of courses and the aggregate attendance by divisions:

Division Graduate, Undergrad	uate	e an	d P	ro-	i	No. of Courses	Aggregate Attendance
fessional Schools .						. 1,279	40,702
University Extension						. · 1,066	36,580
Summer Session .						. 830	33,196
Total						. 3,175	110,478

In 1923-24 the aggregate attendance was 107,291 in 3,032 courses.

University Extension gave instruction to 19,034 students, resident and non-resident. These are classified as follows:

Resident Students:							
Matriculated .							2,909
Non-matriculated							
Non-resident Students	s:						
Extramural							2,199
Special							988
Home Study Students	3						1,854

Total

Of the II,084 resident non-matriculants 3,0I3 or over 27 per cent. were out-of-town students, I90 coming from foreign lands; 4,6II or 4I.6 per cent. were women; 3,572 or over 38 per cent. were former students returning to continue their academic work.

Of the subjects offered in University Extension for resident students the following eleven had aggregate class attendance of more than 1,000 each:

Subject	Courses Offered	Aggregate Attendance
English	121	8,747
History	39	2,564
French	57	2,405
Psychology	30	1,441
Architecture	42	1,243
Philosophy	24	1,227
Mathematics	. 27	1,195
Accounting	29	1,147
Spanish	42	1,143
Economics	19	1,097
Chemistry	26	1,032

Of all the divisions of the University, Home Study has shown the largest proportional increase in enrollment—more than 124 per cent. over the preceding year. 1,854 students are taking one or more of the 114 courses offered in that division. Instruction is given to more than 50 students in each of the following eight of the thirty-one subjects offered:

	Number of	Number of
Subject	Courses	Registrations
English	18	690
Scoutmastership	I	227

Business	12	209
Banking	ĭ	194
Mathematics	II	73
Psychology	5	73
Spanish	8	53
French	9	51

In the 1925 Summer Session 12,720 students were in attendance. On Friday, July 3, thirty-five hundred students passed through the registration lines. On Monday, July 6 more than thirty-four hundred went through. More than sixty-seven per cent. of the students were women. Nearly half of the students had been previously registered at the University. A little over 40 per cent. were candidates for a Columbia degree. About 64 per cent. were teachers. The aggregate attendance in 854 courses was 31,756. About 8,700 students or 68 per cent. were out-of-town residents. Certificates covering the work of the Summer Session were mailed to all students within ten days after the close of the session.

Since 1910 there has been placed in our general directory file a card for every student registered in any part of the University—more than 200,000 in all. Many times each day use is made of this file in the distribution of letters received from former students, in answering inquiries from outsiders or in addressing mail. It is to be regarded as one of the most valuable collections of records in this office. Yet because of its growing size it had become increasingly difficult to maintain properly with the aid of junior clerks or other unskilled helpers. It was therefore decided this year to turn over the work of rearranging and indexing to the service department of a large down town concern, specialists in that line. As a result we now have an accurately arranged and properly indexed file of cards. The cards for each year will hereafter be added to the general file by these experts. This same concern has contracted to handle also all our course tickets, more than 200,000 each year, which will be typewritten, sorted and distributed at the opening of each session. These will be much better in appearance than the hand-written cards, which officers of instruction have often found difficult to read.

Mr. Edward B. Fox, Assistant Registrar, in the midst of other usual tasks, has found time to make several interesting and valuable studies, two of which deserve special mention. One had to deal with the arrangement of the newly instituted examination group system for courses in Columbia College. The other was a compilation showing the relative registration load in all subjects in University Extension and Summer Session over a period of twenty years—a thing of great educational significance.

The recent appointment of Mr. George L. Campbell as Chief Clerk, comes after his nine years of service, during which time experience through close contact with every department in the office has made him especially fit for that position. He is now in general charge of the records of the Graduate and Professional Schools.

The following members of the regular staff have during the year most faithfully carried on the work of the office:

Mrs. N. D. Baines Miss Ina Bell

Miss Lillian Bell

Miss Alvina Boje

Mr. George L. Campbell

Chief Clerk

Miss A. F. Currier

Mrs. G. Finan

Dr. Charles M. Ford

Assistant to the Registrar at the School of Dental and Oral Surgery

Miss J. Grof

Miss Anna Haupt

Mr. Charles Ince

Evening Clerk

Miss I. Kempton

Miss Alice A. King

¹Mr. C. E. J. Kunz

Miss F. F. Leonard

Miss G. M. Lindsay Miss E. Muldoon

Mr. A. Moore

Mr. Howard Patmore

Mr. Frank E. Ramppen

Miss Margaret Scully

Miss Dorothy Wilder¹

Miss Martha Wylie

Miss Beatrice Young

Facts gathered from student records are presented in greater detail in the statistical tables that follow.

¹Resigned.

TABLE I

REGISTRATION AT COLUMBIA UNIVERSITY IN ALL FACULTIES, DURING THE ACADEMIC YEAR, 1924-1925

I. Resident Students

FACULTIES	First Year	Second Year	Third Year	Fourth Year	Non-Candidates	Graduates	Total	New Students	Percentage of New Students
Undergraduate Students: ¹Columbia College Barnard College University Undergraduates. Total Undergraduates. Graduate and Professional Students:	750 271 I,021	498 234 		323 124 447	90		2,016 978 89 3,083	352	35.5 36.0 66.3 <i>3</i> 6.5
Graduate Faculties Law Medicine Mines, Engineering and	 269 108	 194 98	 201 97		 38 9	2,264 8 	2,264 710 406	1,012 309 124	44.7 43.5 30.5
Chemistry Architecture Journalism Business Dentistry Teachers College	68 143 35	49 66 97 111	143	90	12 2 45	46 1 20 95	209 82 156 380 379	34 85	54.5
Education Practical Arts Pharmacy. Unclassified Tel-Conduct and Professional	368 	403	364 5	397 8	749 68 186		2,900 1,999 852 186	369	43.3
Students 4Deduct Duplicates Total University Extension							10,523 214 13,392		
At the University Total Deduct Duplicates							11,084 24,476 156		
Sessions							24,320 12,916 37,236		
ble IV). Grand Net Total, Winter, Spring and Summer Sessions	• • • • •						2,413 <i>34,823</i>		
II. Non-Resident Students in Home Study cours	es (giv	en wit	hout a	cadem			1,854		
III. Other Non-resident Students in University Extension Students in Extramural courses (given with or without academic credit) Students in Special courses (given without academic credit)								1 :5	

¹ The registration by years in Columbia College is according to the technical classification, based on the amount of credit earned.

² The total 2,264 does not include 26 college graduates; in Law (13), Medicine (11), Mines, Engineering and Chemistry (2), who are also candidates for the degree of A.M. or Ph.D.; it likewise does not include 686 candidates for a higher degree enrolled in the Summer

* Does not include 1,983 candidates for a higher degree enrolled in the Summer Session

4 136 College Seniors exercising a professional option are included in both the Columbia College total and those of the respective professional schools, distributed as follows: Law 76, Medicine 26, Mines, Engineering and Chemistry 27, Business 4, Journalism 2; Architecture 1. The 214 duplicates also include 78 who transferred at the mid-year from one school of the University to another.

TABLE II REGISTRATION BY SESSIONS, 1924-1925 Resident Students

	1924 Summer Session	Winter Session	Spring Session	Gross Totals
Undergraduate Students:				
Columbia College	303	1,852	1,828	3,983
Barnard College	112	933	905	1,950
University UndergraduatesGraduate and Professional Students:	37	62	57	156
Graduate Faculties	1,002	1,905	1,640	4,637
School of Law	155	671	634	1,460
School of Medicine		404	394	798
Schools of Mines, Engineering and Chemistry	17	203	194	414
School of Architecture	23	72	72	167
School of Journalism	22	150	134	306
School of Business		335	314	722
School of Dentistry	2	379	371	752
Teachers College School of Education	3,759	4,003	3,909	11,671
College of Pharmacy	.	852	852	1,704
Unclassified University Students	7,321	181	130	7,632
University Extension		7,887	6,676	14,563
Gross Totals	12,916	19,889	18,110	50,915
Duplicate Registrations				16,092
Net Total for the Year				34,823

TABLE III

REGISTRATION AT COLUMBIA UNIVERSITY, IN ALL FACULTIES, DURING THE ACADEMIC YEARS, 1915-1916 TO 1924-1925

Resident Students

FACULTIES	1915-1916	1916-1917	1917-1918	9161-8161	1919-1920	1920-1921	1921-1922	1922-1923	1923-1924	1924-1925
Undergraduate Students: Columbia College Barnard College	1,256 694	1,453 734		1,486 715	1,901 755	748	734	821	946	978
University Undergraduates Total Undergraduates Graduate and Professional Students:	1,950	2,187	2,012	2,201	2,656	2,717				
Graduate Faculties ¹ Law Medicine Mines, Engineering and	1,516 485 376	474		233	451	584	694	683	693	
ChemistryArchitectureJournalismBusiness	375 95 144	276 90 155 61		92 41 65 126	136 63 123 269	74 137	69 146	65 142	83 172	
Dentistry	I,157 I,065	1,277	1,078	1,073	4 1,567	1,711	1,976	2,290	542 2,730	379 2,900
Pharmacy Unclas. Univ. Students Total Graduate and Profes-	510 161	428 206	524 107	343 115	523 166	553 203	684 245	638 145	827 181	852 186
sional Students Deduct Double Registration Net Total	5,884 160 7,674	5,943 36 8,094	38	35	87	202	237	248	10,131 250 12,940	214
Students in University Extension DeductDoubleRegistration Total	4,503 880 11,207	1,216	1,203	1,572	11,564 2,398 18,283	165	151	199		11,084 156 24,320
Summer Session DeductDoubleRegistration Grand Net Total, Winter,	5,961 1,345	8,023 1,501	6,144 1,141	6,022 1,176	9,539 1,897	9,780 1,917	11,809 2,320	12,567 2,645	12,675 2,496	12,916 2,413
Spring & Summer Sessions.	15,913	19,462	16,783	16,502	25,925	27,352	29,420	30,619	32,769	34,823

 $^{^1\,\}mathrm{In}$ 1915–1916 candidates for the degree of Master of Arts whose subject of major interest was Education (654) were, for the first time, included only under the Faculty of Education. Since 1916–1917 all students engaged in graduate study with Education as their subject of major interest have been counted under the Faculty of Education only.

PROPORTION OF MEN AND WOMEN FOR THE PAST TEN YEARS, EXCLUSIVE OF THE SUMMER SESSION AND UNIVERSITY EXTENSION, IS AS FOLLOWS:

Year	Men	Per Cent.	Women	Per Cent.	Total
1915-1916	4,524	58.96	3,150	41.04	7,674
1916–1917	4,682	57.84	3,412	42.16	8,094
1917–1918	3,797	53.57	3,291	46.43	7,088
1918–1919	3,523	51.79	3,280	48.21	6,803
1919–1920	4,945	54.24	4,172	45.76	9,117
1920–1921	5,316	54·57	4,425	45·43	9,741
1921–1922	5,906	53·93	5,045	46.07	10,951
1922-1923	6,006	51.87	5,572	48.13	11,578
1923-1924	6,797	52.53	6,143	47.47	12,940
1924-1925	7,049	52.64	6,343	47.36	

TABLE IV

DUPLICATE REGISTRATIONS BETWEEN THE SUMMER SESSION OF 1924 AND THE ACADEMIC YEAR 1924-1925

A. Students of the Summer Session Who Returned in the Winter or Spring Sessions of 1924–1925

SCHOOL OR FACULTY TO WHICH THEY RETURNED	Men	Women	Total
Architecture	13	I	14
Barnard College		91	9i
School of Business	54	14	68
Columbia College	243		243
School of Dental and Oral Surgery Graduate Faculties (Political Science, Philoso-	3		3
phy and Pure Science)	235	171	406
Journalism	12	6	18
Law	130	l]	130
Medical School	17	3	20
Schools of Mines, Engineering and Chemistry Teachers College:	51		51
Education	189	392	58 r
School of Practical Arts	18	312	330
College of Pharmacy	4	I	- 5
University Undergraduate	13	2	15
University Extension	239	199	438
Total	1,221	1,102	2,413

B. Matriculated Graduate Students of the Summer Session of 1924 Who Did or Who Did Not Return in the Spring or Winter Sessions of 1924–1925

FACULTIES	Returned	Did Not Return	Total
Political Science, Philosophy and Pure Science. Education and Practical Arts	406 316	686 1,983	1,092 2,299
Total	722	2,669	3,391

TABLE V

CLASSIFICATION OF STUDENTS IN THE SCHOOLS OF MINES, ENGINEERING AND CHEMISTRY

DEPARTMENTS	First Year	Second Year	Third Year	Non- Candidates	Post- Graduate	Total 1924–192 5	Total 1923–1924
Chemical Engineering	10	7 6 18	13	1		31	43 23
Civil Engineering	3	6	6	1		16	23
Electrical Engineering	17	18	15	1	20	71	62
Industrial Engineering				١	11	11	II
Mechanical Engineering	II	5	8	5	15	44	47
Metallurgy	2		3	5 3 1		9	11
Metallurgy Mining Engineering	1	12	13	1		27	31
Total	44	49	58	12	46	200*	228

^{*}Total 209 includes 27 College Seniors exercising a professional option in Mines, Engineering and Chemistry as follows: 6 Chem. E.; 11 E. E.; 3 Ind. E.; 7 M. E.

TABLE VI

CLASSIFICATION OF SEMINARY STUDENTS

SEMINARIES	1924-1925	1923-1924	1922-1923
Drew Theological Seminary. General Theological Seminary Jewish Theological Seminary. Rutgers Theological Seminary. Union Theological Seminary.	1 15 1	8 7 13 20	13 10 8
Total	39	48	44

TABLE VII

CLASSIFICATION OF CANDIDATES FOR THE DEGREES OF MASTER OF ARTS MASTER OF LAWS, MASTER OF SCIENCE, DOCTOR OF PHILOSOPHY

AND DOCTOR OF LAW

A. By Primary Registration

	1924-1925	1923-1924
Political Science, Philosophy and Pure Science	2,122	1,774
Architecture	I	I
Business (M.S.)	84	55
Business (Ph.D.)	11	4
Education and Practical Arts	2,233	2,029
Journalism (M.S.)	20	24
Law (A.M.)		28
Law (LL.M.)		6
Law (Jur.D.)	5	4
Medicine (A.M.)	II	4
Mines, Engineering and Chemistry (A.M.)	2	4
Mines, Engineering and Chemistry (M.S.)	46	40
Officers	103	83
Summer Session	2,669	2,373
Theological Seminaries	39	48
Total	7,362	6,477

B. By Faculties, including the Summer Session

	1924-1925	1923-1924
Political Science, Philosophy and Pure Science		2,595
Architecture (M.S.)	I	I
Business (M.S.)	84	55
Business (Ph.D.)	ΙÍ	4
Education and Practical Arts	4.216	3,712
Journalism (M.S.)		24
Law (A.M.)	13	24 28
Law (LL.M.)	3	6
Law (Jur.D.)		4
Mines, Engineering and Chemistry (M.S.)	5 46	ا ۵۰
Mines, Engineering and Chemistry (A.M.)	2	۱ ′₄
Mines, Engineering and Chemistry (A.M.)	11	4
Total	7,362	6,477

C. By Faculties, omitting Summer Session and Students registered primarily for a degree in the Faculties of Architecture, Business, Journalism, Law, Mines, Engineering and Chemistry and Medicine

	1924-1925	1923-1924
Political Science, Philosophy and Pure Science	2,264 2,233	1,905 2,092
Total	4,497	3,997

TABLE VIII

A. SUBJECTS OF MAJOR INTEREST OF STUDENTS REGISTERED FOR THE HIGHER DEGREES (EXCLUSIVE OF SUMMER SESSION)

SUBJECTS	Political Science, Philosophy and Pure Science	Architecture	Business	Journalism	Law	Mines, Engineer- ing and Chemistry	Education and Practical Arts	Total
Anatomy	I							I
Anthropology	8	• •	• •			• • •		8
Architecture		1	• • •	• • •		• • •	• • •	1
Bacteriology	13	• •	• • •		• •			13
Biological Chemistry	16	• • •	• • •		• •		• • •	16
Botany	74	• • •			• •	• • •		74
Chemical Engineering	10	• • •	95					105
Chemistry	15	• • •	• • •		• • •		• • •	184
Economics	184	• • •	• •	• • •		• • •	• • •	106
Education and Practical Arts		• • •				• • •	2,233	2,233
Electrical Engineering				• • •				2,233
English and Comparative Lit-	4			1	• • •	20		24
erature	436							436
Geology	430		• • •	••		• • •	• • •	430
German	31	::		• • •		• • •		31
Greek	7	::	l ::	::	::		::	7
History	348		::	l ::	::			348
Indo-Iranian	6	1 ::	::	::	::	1		6
Industrial Engineering		::	::	::	::	ii		11
Journalism			l ::	20				20
Latin	64					::		64
Mathematics	73			::	::	::		73
Mechanical Engineering	3			::		15		18
Metallurgy	2			1				2
Mining	ı							1
Philosophy (including Ethics)	100				٠			100
Physics	79			١				79
Physiology	3							3
Psychology	120				٠.	١		120
Public Law and Comparative								
Jurisprudence	51				8			59
Romance Languages	190		• •					190
Semitic Languages	16							16
Slavonic Languages	6							6
Social Science	97				• • •			97 67
Zoology	67	• •	••	• •	• •		• •	67
Total	2,264	I	95	20	8	46	2,233	4,667

TABLE VIII—(Continued)

B. SUMMARY BY DIVISIONS (EXCLUSIVE OF SUMMER SESSION)

				-		_		
				FACU	LTIES			
DIVISIONS	Political Science, Philosophy and Pure Science	Architecture	Business	Journalism	Law	Mines, Engineer- ing and Chemistry	Education and Practical Arts	Total
Ancient and Oriental Languages Architecture. Biology Business Chemistry. Education and Practical Arts Engineering. Geology and Mineralogy History, Economics and Public Law. Journalism Law. Math. and Physical Science. Mining and Metallurgy. Modern Languages and Literatures Philosophy. Psychology and Anthropology	99 174 10 184 22 23 43 692 152 3 657 228		95	20	8	46	2,233	99 1 174 105 184 2,233 68 43 692 20 8 152 3
Total	2,264	I	95	20	8	46	2,233	4,667

TABLE IX
RESIDENCE OF STUDENTS

1924–1925	College	Law	Medicine	Mines, Engineering and Chemistry	Architecture	Journalism	Business	Dentistry	Graduate Faculties	Unclassified Students	Barnard College	Education and Practical Arts	College of Pharmacy	University Undergraduates	Total
UNITED STATES North Atlantic Division (75.45 per cent.) Connecticut Maine Massachusetts New Hampshire New Hersey New York. Pennsylvania. Rhode Island. Vermont	1,731 37 5 29 3 258 1,348 47 3	17 3 9 2 75 493 10	11 6 3 59 252 3	· 155 2 1 2 20 126 4	39 2 2 34 1	98 2 1 6 7 69 12 1	3 8 3 20	379 I 31 347	27 18 47 16 163	3 1 5 	20 I 22 2	148 38 153 22	38 3 5 112 672 8		10,163 319 75 292 54 1,642 7,188 466 78 49
New York City (37.74 per cent.)	1,072	251	196	53	22	36	76	326	877	67	442	1,037	577	5 3	5,085
South Atlantic Division (3.88 per cent.) Delaware District of Columbia Florida Georgia Maryland North Carolina South Carolina Virginia West Virginia	27 2 6 2 6 3 1 5 2	1 13 3 7	8 I 2 I I I 2	7 1 3 1	3 I I	14 3 1 1 2 2 4 1	15 I I 3 2 4 3 I		122 12 12 9 22 11 17 15 24 10	15 2 4 1 2 5 1	44 1 4 4 7 6 7 1 11 3	231 7 17 10 28 38 38 21 56	 I I	3 I I 	523 12 39 37 84 73 81 54 107 36
South Central Division (3.24 per cent.). Alabama. Arkansas. Kentucky. Louisiana. Mississippi. Oklahoma Tennessee Texas.	23 2 2 5 4 2 2 1	17 3 3 2 	10 2 1 2 4	4 1 1	4 I I 	7 I 2 I 1	18 2 2 3 1 		103 12 4 9 6 9 5 13 45	15 2 2 2 3 2 4	32 3 3 2 4 4 1	199 25 7 28 22 10 21 16 70	3 I 2	I	436 54 23 52 39 31 35 45
North Central Division (9.27 per cent.) Illinois Indiana Iowa Kansas Michigan Minnesota Missouri Nebraska North Dakota Ohio South Dakota Wisconsin	42 6 2 2 2 5 1 1 13 	3 2 5 2 3 1 2 4	21 2 2 2 2 1 1 1 6	15 2 5 1 2 2 1 1	13 2 2 1 5	21 3 3 2 1 2 3 2 1	48 5 1 8 2 5 3 1 16 1 5		238 36 22 37 15 21 12 20 10 4 43 6 12	9 2 2 I 3 I I	41 6 2 2 3 2 4 3 14 2 3	770 115 76 71 51 90 48 85 27 7 140 10	3 1 	5 1 1 1	1,248 180 112 139 75 134 74 125 45 15 248 19

TABLE IX—(Continued)

4 100															
1924–1925	College	Law	Medicine	Mines, Engineering and Chemistry	Architecture	Journalism	Business	Dentistry	Graduate Faculties	Unclassified Students	Barnard College	Education and Practical Arts	College of Pharmacy	University Undergraduates	Total
Western Division (2.84 per cent.) Arizona California Colorado Idaho Montana Nevada New Mexico Oregon Utah Washington Wyoming	 9 2 	2 3 2 1 1 2	3 2	6	55 1 2 1	 2 3 1	1 4 1		749 1 299 3 3 3 3	3 2 	17 9 2 1 2 2 1	184 5 85 22 5 8 1 1 1 1 1 3 3	 		383 11 153 45 13 15 1 4 31 39 69 2
Insular and Non-contiguous Territories (0.35 per cent.)	11 4 	 I	 	 1	I I 		2 2 317		5 2 3 2,082	I I 	3 I I I 965	18 5 10 3 4,606	1 1 849	88	47 I 2 I3 I8 I3
FOREIGN COUNTRIES Argentina Armenia. Australia Australia Belgium Bermuda Bermuda British West Africa British West Africa Caplon Canada Central America Chile China Cuba Czechoslovakia Denmark Beuador Egypt Esthonia France Germany Great Britain Greece	5552		· · · · · · · · · · · · · · · · · · ·	33 11	1		355		1 1		3	22 22 1 4 3 1 93 44 34 64 1 2 1 1			2 2 2 3 6 6 1 1 1 1 4 4 2 2 6 7 7 8 1 1 1 1 1 1 1 1 1 1 1 2 2 8 4

TABLE IX-(Continued)

1024-1025	College	Lan	Medicine	Mines, Engineering and Chemistry	Architecture	Journalism	Business	Dentistry	Graduate Paculties	Unclassified Students	Barnard College	Education and Practical Arts	College of Pharmacy	University Undergraduates	Total
Holland	ı								1			2			
Hungary												2			1
Indo China	2														
India	I								- 2		1 /	2			
India									1						1
Island of Cyprus			I								3				1
Italy			I		1				3						1
Ireland												18			55
Japan	3			2		1	7		11	13	I	18			5
Jugoslavia									2						
Korea	I								ī	3		4			1 7
Liberia												1	. 7		1
Licella										1.5					1
Luxemburg												1			1
Mesopotamia												1			1
Mexico	4		1	I			1		1		1	1			10
Newfoundland							I								1
New Zealand												4			
						1			I		2		1		1 3
Norway.		1				٠٠.					1				
Palestine									1			3	1		
Panama									I						1
Persia												2			1
Peru							I		I					٠,.	
Poland				1	I		3			I	1	4			1
Portugal				_					4	_					
Demania															
Rumania				I		* *									
Russia			- 2		7		4					12			2
South Africa									2			4			
Spain										I					
Sweden. Switzerland	1				I				4						1
Switzerland		I					1		3			5			10
Syria	I						I					I			
Turkey							^		1			4			1
									1						
Uruguay												I			
West Indies	3								I			2			
Total (Foreign Coun- tries)									- 5 -						65
(4.97 per cent)	20	.5	0	10	I,	.5	63		182	43	13	293	3	I	670
Grand Total	1,8801	710	400	200	82	155	380	370	2,264	130	07.5	4.800	852	80	13.47
Grand Total (Net).															
UTGRE 1 (NE).															13,30

¹Exclusive of seniors in Columbia College exercising the professional option, included elsewhere in this table.

TABLE X

RESIDENCE OF THE STUDENTS OF THE ENTIRE UNIVERSITY (EXCLUDING SUMMER SESSION AND UNIVERSITY EXTENSION) FOR THE PAST TEN YEARS

	916	017	810	919	02.6	1691	11933	1943	10.4	1945
	918-1916	1916 1917	8101 1018	9161 1919	0201-0101	0.50	1031	1 71 0	1 3 7 6 1	1
1	=	Ξ'	=	=	=		=	-		-
NTTED STAYES North Atlantic Division	i,123 .	1325	5.5543	rude :	f,704 183		3.7°3 243 04	ž.=±4	\$250 \$66 47	329 329 13 292
	143	7.53	143	135	183	::4	=43	249	300	300
Maine	15	187	35	112	30 183	49	318	50		1.3
Massachusetts	21	127	175	112	133	130	110		271	-9-
New Tersey	727	20 304	- 13		34	220.1	25 1.291 5.905 411	40 1,388 5,324	1.508 5.584	1.041 1.188 455
New York	152 4.738	4.730	742 4181 -	739 1001 : 196	5.000	1.273	5.005	5.324	5.354	55
Pennsylvania	239	4780. 270	274	reć .	; 000.5 Çêt	272.2 155	411	117	933	455
Rhode Island	19	17 25	7	ΞI	23	23	2.2	30	33	7.5
Connecticut Maine Massachusetts New Hampshire New Jersey New York Pennsylvania Rhode Island Vermont	37	25		20	IÓ	23	33	24	31	45
South Atlantic Division Delaware District of Columbia Florida Georgia Maryland North Carolina South Carolina Virginia West Virginia	272	255	237	242	425	454 10	423	475	55) 111 31	323
Delaware	3	29	3	3	15	IO	33	10	12	
District of Commons.	11	20	24	20	35	47	II		3-	25
Coorda	2.2	65	48	5.4	\$5	30	70	2.5 8.5	32 79	3000
Varciani	22	44	43	3.7	47	49	42	= 4	13	
North Carolina	55	28	43	33	111411		- 3	5 Å	90	3
South Carolina	20	3.3	20	32	4.	13	38	41 92	34	5.4
Virginia	54	33	50	21	7.7	33	7.0	92	IIA	10;
West Virginia	õ	3000	25	21	37	33	79 35	43	5.5	101
outh Central Division.	273	223	252	130	330 35	33-	351	375	422	430
Alabama	23	20	22	18	30	37	41	43 23	50	5-
Arkansas	1.2	17	0	IC	22	23	23	23	14	23
Kentucky	30	33	30 S	31	**	42	45	39	55	5.
Louisiana	õ	Š	3	13	23	2.2	20	IS		3
Mississippi	0		Š	II,	23	37	31	4.2	34	3
Ankansas Kentucky Louisiana Mississippi Oklahoma	LI	17		9	-3	13	13	30	24	33
Transference o o o o o o o o o	35	17	2 1	30	45	43 163	40	125	158	157
Texas			4.4	92	240	162		1.45	122	
North Central Division.	201	7.51 8.7 7.6	533	5.75	323,	323	1,003	1,131	1.199	1,14
Illinois	37	2.	59	75	120	136	140	147	191	18
Indiana	2.5	20.	40	5.7	\$3	20	194	103	122	111
lowa Kansas Michigan Minnesota	58	25	58	35	84		30	115	132	139
Manses	51	70	32 03	23	19	200	64	190	76	73 13
Vinnanta	45	-6	51	59	-,	10	95 SI	\$5	87	
	40	53	59	35	50	0.1	103	122	7.8	12
Vehraska	25	25	22	29	44	46	47	40	11	.03
North Dakota	0		12	Š	11	13	ç	15	44 15	I
Ohio	130	102	Tes	IIS	TOL!	212	247	238	204	1.
South Dakota	7	14	3	II	13	13	15	IO.	17	1
Nebraska North Dakota Ohio South Dakota Wisconsin	30	03	00	51	0.0	11	72	85	Só	S.
Western Division	182	272	228	róz	500	325	335	340	343	.23
Arizona	3 61	4	5	3	3	IŚ	II	17	9	I
California		103,	73	45	200	II4	130	142	121	15.
Colorado	30	30	35	30	42	43	51	42	55	4
Western Division Arizonia, California Colorado Idabo Montana Newada New Mexico Oreson Utah Washington Wyomins	II	9		5.	9	10	I7	II	10	I.
Montana	19		13		14	20	13	I.O.	10	I
Nevada	I	2	I	I	30	4	2	4	4	
Omeron	0	30	30	2	0	37	3	21	20	
That	14	19	20	17	40 24 45 9	30	30 30 15	25	25	3
Washington	17	29	35	20	17	48	12	62	30	3
Wyoming.	19	53	33	29	45	40	44 3	4	30	
	7	3	21	-	5	5	3	*		

TABLE X—(Continued)

	91	17	81	61	20	2.1	22	23	54	52
	10	19	19	19	61	1920–1921	1921–1922	1922–1923	761	19.
	30	9	7-	8	٩	9	<u> </u>	- 4	ρ. -	4
	1915-1916	161-9161	8161-7161	6161-8161	1919-1920	192	197	102	1923-1924	1924–1925
Insular and Non-contigu-			1	<u> </u>	<u>'</u>		<u>-</u>			
ous Territories	13	20	22	19	49	66	52	58	55	47
Alaska Canal Zone	I			· :	l • <u>·</u>	1	I		I	I
Hawaiian Islands	7	4	3	1 2	4	2 14	1 8	12 12	2 12	2 13
Philippine Islands		4	9	9	31	34	32	34	29	18
Porto RicoVirgin Islands	5	11	6	7	12	14	10	10	11	13
Vilgili Islands	• •	٠٠.	• • •	٠٠.	I	I		• • •	• •	• •
Total (United States)	7,434	7,868	6,808	6,477	8,727	9,338	10,484	11.148	12,449	12,800
New York City	3,50 9	3,670	3,091	3,163	3,702	4,094	4,424	4,787	5,308	5,085
Foreign Countries							•			
Albania				1						
Argentina	2	5	1 5		3	2 5	3	I	I	2 2
Australia	1	3	2	2	4	3	5 2	4	3 I	3
Austria									Δ.	3 6
Austria-Hungary Bavaria	1	2	• • •		·:	2	5 1	3	160	• •
Belgium				::	2	3	3	14		
Bermuda and Bahamas.	I	1		1	I	2	Ĭ		2	1
Bolivia		·;			·:		٠: ا	٠:	٠.	1
Brazil British West Indies				::	I		2	1	3	4
Bulgaria		2	I	::				1	6	5
Canada Central America	48	51	46	54	105	88	102	68	109	122
Chile				3	3	8 4	6 5	5	4 2	4
China	62	69	114	123	144	119	166	193	170	226
Colombia	I	1	I	3	3	3	3	2	• •	• •
China Colombia Costa Rica Cuba Czechoslovakia	8	2 9	1 12	10	8	 و	5		7	
Czechoslovakia						4	2	2	7	7 8
Denmark Dominican Republic	• •	1	1	3	3	2	5	I	2	1
Ecuador	• •	::		::	::		I			
Ecuador. Egypt. Esthonia. Finland	2	ī		::			ī		Ī	Ī
Esthonia	• •	·:	• • •	• • •	• • •	I	I		I	I
France		I	2	3	12	7	11	16	3 21	15
Germany	8	6	3	3	2	í	4	6	3	17 28
Great Britain	11	8	4	5	12	15	20	8	15	
Guatemala	::	I	I	::	2 I	2		5	7	4
Holland		4		::		2	2	3	1	4
Germany. Great Britain. Greece. Guatemala. Holland. Hungary. Iceland. Indio China. Ireland.		·:	٠.		٠.;	٠.		•••	1	4 2
India	5	12	3	8	10	16	20	28		
Indo China										2
Ireland	• •		• • •	•••	1	2	I	• • •	7	5 2 3 4 4 55
Italy	4			·:	3	2	4	2 I	7 8	4
Japan	41	30	56	82	85	63	71	52	49	55
Java	• •		• • •		• • •		• • •	1	I	
Korea	::	::		2	4	3	3	5	2 8	9
Latvia		::							I	
Liberia	• • •		1	1	2		I	• • •	• •	I
Ireland Isle of Cyprus Isle of Cyprus Italy Japan Java Jugoslavia Korea Latvia Liberia Lithuania Luxemburg Mesopotamia Mexico	::	::		::	::	::		::	I	
Mesopotamia		::		::				I		I
Mexico Newfoundland	3	3 1	7	5	7	14	10	6	I	10
New Zealand	2			::				3	6	1
Nicaragua	2	1		. 1	2					
New Zealand Nicaragua Norway Palestine	2	I	3	5	4	3	7 I	1	3	3
Panama	4	3	4	3	3		1	2 I	3	3 5 1
Fallallia										

TABLE X—(Continued)

	9161-2161	2161-9161	8161-7161	6161-8161	1919-1920	1920-1921	1921-1922	1922-1923	1923-1924	1924-1925
Persia. Peru. Poland. Portugal. Rumania. Russia. Santo Domingo. Siam. Singapore. South Africa. Spain. Sweden. Switzerland. Syria. Turkey. Uruguay. Venezuela. West Indies. Total (Foreign Countries).	5 5 4 1 1 2 1 1 2 245	 2 1 2 5 1 1 3 8 8 2 1 1 6 1 	31 11 22 99 2 31 31 5 5 318	3 1 2 6 2 2 1 3 3 1 2 2 3 3 1 3 3	1 4 6 5 2 2 7 3 4 2 2	10 2 15 2 7 11 2 11 	 5 14 3 7 4 2 7	 6 7 1 11 	2 1 9 1 3 3 16 3 10 2 7 7	2 111 44 11 255 66 10 3 3 5 1 1
Grand Total	7,679	8,130	7,126	6,838	9,204	9,803	11,041	11,659	13,013	13,470
Duplicates					87	62	90	81	7 3	78
Grand Total (Net)	• •				9,117	9,741	10,951	11,578	12,940	13,392

. THE PERCENTAGE OF STUDENTS FROM THE SEVERAL GEOGRAPHICAL DIVISIONS DURING THE PAST TEN YEARS

					l	1				
North Atlantic Division	79.86	78.14	77.38	77.30	72.84	73.18	74.93	75.17	76.08	75.45
South Atlantic Division	3.55	3.56	3.61	3.54	4.62	4.63	3.65	4.07	4.13	3.88
South Central Division	2.30	2.63		2.78		3.95	3.23	3.18	3.16	3.24
North Central Division	8.62	9.28	8.97	8.47	9.92	9.47	9.63	9.70	9.22	9.27
Western Division	2.37	3.34	3.19	2.35	3.26		3.04	2.99	2.65	2.84
Insular Territories		0.25			0.53		0.47	0.50	0.42	0.35
Foreign Countries			4.41	5.28	5.18	4.75	5.05	4.38	4.34	4.97
New York City	45.70	45.14	43.38	46.26	40.22	41.76	40.40			37.74
Out of town	54.30	54.86	56.62	53.74	59.78	58.24	59.60	58.94	59.21	62.26
	' -		l	1						

TABLE XI DEGREES AND DIPLOMAS GRANTED, 1924-1925

	Men	Women	Total
A. Degree conferred in course: Bachelor of Arthitecture Bachelor of Arts. Bachelor of Laws. Bachelor of Liverature. Bachelor of Liverature. Bachelor of Science (Business) Bachelor of Science (Dentistry). Bachelor of Science (Practical Arts). Bachelor of Science (Practical Arts). Bachelor of Science (Pharmacy). Chemical Engineer (Pharmacy). Chemical Engineer. Electrical Engineer. Engineer of Mines. Mechanical Engineer. Metallurgical Engineer Doctor of Philosophy. Doctor of Medicine. Doctor of Philosophy. Doctor of Law. Master of Arts (Political Science, Philosophy, Pure Science). Master of Arts (Education and Practical Arts). Master of Science (Applied Science). Master of Science (Business). Master of Science (Business). Master of Science (Education and Practical Arts). Pharmaceutical Chemist. Total . Deduct duplicates! Total individuals receiving degrees in course.	15 358 190 40 72 38 15 5 12 6 14 9 7 7 3 70 82 112 255 375 4 33 27 6 4	1 1955	16 553 190 67 86 12 535 19 6 14 7 7 32 9 9 143 143 15 1,089 4 33 31 15 16 4 3,567 19 3,542
B. Honorary Degrees: Doctor of Laws. Doctor of Science. Doctor of Sacred Theology. Total.	3 1 1 5		3 1 1 5
C. Certificates and Teachers College Diplomas Granted: Certificate of Proficiency in Architecture. Certificate of Proficiency in Journalism. Preliminary Certificate in Business. Certificate in Business (University Extension). Certificate in Optometry. Certificate in Secretarial Studies (Business). Certificate in Secretarial Studies (University Extension). Bachelor's Diploma in Education. Doctor's Diploma in Education. Master's Diploma in Education. Total.	1 1 4 21 15 1 191 235	20 266 1 335 635	1 1 1 4 23 11 20 281 2 526 870
Total degrees and diplomas granted. Deduct duplicates ² . Total individuals receiving degrees and diplomas.	2,005 208 1,797	2,431 582 1,849	4,436 790 3,646

¹ Distributed as follows: A.B. and LL.B., 2 men; A.B. and M.D., 1 man; A.B. and E.E., 1 man; LL.B. and A.M., 3 men; B.S. (Univ.) and A.M., 1 man; M.D. and A.M., 1 man; B.S. (Dent.) and D.D.S., 2 men; B.S. (Teachers Coll.) and A.M., 2 men, 6 women.

² In addition to those noted under Note 1 (19) the following duplications occur: (195 men, 576 women) A.B. and Certificate in Optometry, 1 man; A.B. and Teachers College Diploma, 1 woman; B.S. and Teachers College Diploma, 12 men, 256 women; A.M. and Teachers College Diploma, 181 men, 317 women; Ph.D. and Teachers College Diploma, 1 man, 1 woman.

TABLE XII NUMBER OF DEGREES AND DIPLOMAS GRANTED, 1915-1916 TO 1924-1925

_											
		9161	-9161 1917	8161	9161	1919-	1920- 1921	1921-	1922-	1923-	1924- 1925
-	D (11	Ť			i				-		
Α.	Degrees conferred in course	7.07	-0-	706	704	0.25	284	315	348	393	358
	Bachelor of Arts (men)	101	125	136	104	237	168	151	157	177	195
	Bachelor of Arts (women).		136	142	137	139 98	108	174	157	175	195
	Bachelor of Laws	134	165	54	44	90	100	1/4	13/	1/3	190
	Bachelor of Science		770	76	40	28	9	r	2		
	(Columbia College)	75	110	70	49	20	9	-1	- 1		• •
	Bachelor of Science	6	20		اد	5	2	1	1		
	(Barnard College)	٠	20	15	4	ગ	-	- 1	• • •	• • •	• •
	Bachelor of Science		. 1	1		- 1		- 1	į.	- 1	
	(Teachers College)	225	226	245	220	200	452	428	467	510	535
	Bachelor of Science in	337	326	345	330	399	452	420	407	310	333
	Practical Arts				1		ļ	- 1			
	Bachelor of Science					4-1	72	99	114	96	86
	(Business)	• • •	2	4	13	45	73	إوو	114	90	30
	Bachelor of Science				ĺ	- 1	2	1	3	8	12
	(Dentistry)	• • •	• • •	• • •	• • •	• • •	-1	- 1	ગ	ૌ	12
	Bachelor of Science	ĺ	2	1	- 1	2	1	2	2	- 1	6
	(Pharmacy)		2	• • •	• • •	2	- 1	- [- 1		v
	Bachelor of Science			í	2.7	2.4	28	25	10	- 1	
	(Medicine)	٠٠.			31	34	20	25	10		• •
	Bachelor of Science	l			1	- 1	1	او	9	17	19
	(University Course)	· :	::	• • •	•:	. 6	11	13	9	11	16
	Bachelor of Architecture	7	19	I	5	1	52			- 1	67
	Bachelor of Literature	24	26	19	20	35	52	55	49	43	0,
	Chemist	18	36		اي: ا	17	17	21	17	17	12
				3 8	7	18	1,	2	'í	7	6
	Civil Engineer Doctor of Dental Surgery	33	33		4	- 1	- 4	í	4	165	82
	Electrical Engineer	17	25	3		4	6	و	9	7	14
	Engineer of Mines	11	23	9	2	3	7	4	4	4	9
	Mechanical Engineer	10				7	6	11		8	7
	Metallurgical Engineer	5		ı.i		3	2	3	3	I	3
	Doctor of Medicine	73		118	138	101	117	68	95	88	93
	Pharmaceutical Chemist	12		6	8	15	13	9	7	II	4
	Doctor of Pharmacy	I		l							.:
	Master of Arts	407		281	241	403	381	448	522	495	515
	Master of Laws	7 2		3	3	ī	ľ	``I	4	3	4
	Master of Arts	1	Ĭ		"		i		1	- 1	
	(Teachers College)	226	305	306	257	423	442	535	677	885	1,089
	Master of Science]	"	_		, ,					
	(Applied Science)	29	25	1		4	17	15	27	37	33
	Master of Science	1	1								
	(Architecture)		. 2			I	2	2	1	I	
	Master of Science	1		Î	1						
	(Business)		4	7	7	15	13	8	20	16	31
	Master of Science		1		1	1		_	l .		
	(Journalism)							2	2	9	15
	Master of Science			l .		1 ,					
	(Practical Arts)		. 2	4	9	1	12	10		14	16
	Doctor of Law	1 6	::		. ::	;:	;:		-::	-::	+ I
	Doctor of Philosophy	. 88	82	83	52	69	82	81	107	137	143
r	Total		1,992	1.025	1,400	2,100	2,311	2,525	2,047	3,333	3,501
7	educt duplicates	. 21	4	3	4	11	12	19	19	13	19
1	otal individuals receiving			. 600				2 506	2000	2 222	
_	degrees	. 1,710	11,904	11,022	11,402	12,097	2,299	2,500	12,020	3,322	13:344
P	. Honorary degrees:		1	1		1	1	1	1		1
1	Master of Arts		2 2	3	2 3						١
	Doctor of Science	:1 .1					3	2			т
	Doctor of Letters	1 .					3			4	
	Doctor of Letters Doctor of Sacred Theology	1	1		1			2		4	
	Doctor of Laws		2 8			7		7	3		
	Total		5 1			1 /	7	13		8	1
-			- 1 - 4 - 1			/	<u>· </u>			·	

TABLE XII—(Continued)

	1915-	-9161 1917	1917- 1918	-8161 1919	1919-	1920-	1921-	1922-	1923-	1924-
C. Certificates and Teachers College diplomas granted Certificate of Proficiency in Architecture	12	8	I	5	7	5	2			I
Bachelor of Arts Certificate for Academic Record and National Service Certificate of Proficiency in			58	•	-	3				
Journalism Certificate in Optometry Certificate in Secretarial	::	::	::	7	19	36	32	26	3 36	23
Studies (Business) Certificate in Business (Uni-			2	7	12	12	11	8	6	11
versity Extension) Preliminary Certificate in Business (University Ex-	• •			••					7	4
tension)				••	• • •	• • •	• • •			1
tension)		••				33	47	33	30	20
cation	268	238	226	199	236	253	256	286	290	281
tion	199	199	187	162	240	267	307	371	481	526
cation	5	4	7	3	12	2	5	6	2	2
Total Total degrees and diplomas	484			452						
granted Deduct duplicates	2,227 410				2,658 477					
Total individuals receiving degrees and diplomas	1,817	2,009	1,714	1,584	2,181	2,415	2 ,634	3,130	3,507	3,646

TABLE XIII

A. MAJOR INTEREST OF RECIPIENTS OF HIGHER DEGREES, 1924-1925, EXCLUSIVE OF THE MASTER'S DEGREES IN EDUCATION AND PRACTICAL ARTS

									_	
Subjects of	A	.M.	P	h. D.	1	M.S.	LL.M.	Jur.D.	Т	otal
Major Interest	Men	Women	Men	Women	Men	Women	Men	Men	Men	Women
Anatomy. Bacteriology. Bacteriology. Biological Chemistry. Botany. Business. Chemical Engineering Chemistry. Chinese. Classical Philology: Latin. Education and Practical Arts. Electrical Engineering English and Comparative Literature. Geology. Germanic Languages. History. Indo-Iranian. Industrial Engineer-	6	6 5 9 13 84 4 52 I	3 4 19 1 38 	8	16	4			1 6 9 44 1 6 38 17 22 6 3 29 4	13 13 8 87 4
ing	9				5 6 	9			5 6 9	9 10
ing Metallurgy Music. Pathology Philosophy Physics Physiology Political Economy Private Law Psychology Public Law and Juris- prudence. Romance Languages Slavonic Languages Slavonic Languages Social Science.	 I I 8 I2 2 47 I2 27 5 I I7	1 16 13 6 13 1	 1 3 2 11 7 5 2 1	1 5 4			4	I	12 1 1 9 15 4 58 1 19 36 7 2 22	1 1 1 21 17 6 16 16 17
Zoology Total	14 255	10 260	3 II2	3 <i>I</i>	66	13	4		17 438	304

TABLE XIII—(Continued)

B. HIGHER DEGREES GRANTED UNDER EACH FACULTY

FACULTIES	1	4.M.	P	h.D.	1	M.S.	LL.M.	Jur.D.	7	Cotal
PACOLITES	Men	Women	Men	Women	Men	Women	Men	Men	Men	Women
Political Science, Philosophy and Pure Science. Applied Science Business. Journalism. Law.						4 9			367 33 27 6 5	291 4 9
Total 1925	255	260	112	31	66	13	4	1	438	304
Education and Practical Arts		714				16			375	730
Total 1925 (includ- ing Teachers Col- lege)	1	974	112	31	66	29	4	I	813	1034
Total 1924 (includ- ing Teachers Col- lege)	1	793	111	26	59	18	3		760	837
Total 1923 (includ- ing Teachers Col- lege)		683	87	20	47	17	4		654	720

TABLE XIV

CLASSIFICATION OF STUDENTS ATTENDING ONE OR MORE COURSES OF INSTRUCTION IN THE VARIOUS DEPARTMENTS

							_=					
1924–1925	College	Law	Medicine	Mines, Engineering and Chemistry	Architecture	Journalism	Business	Dentistry	University Undergraduates	Graduate Faculties	Unclassified University Students	Total
Department Anatomy (including Histology and Embryology). Anthropology Architecture. Astronomy Bacteriology Biological Chemistry Botany. Business Chemical Engineering Chemistry Civil Engineering Classical Philology: Greek Latin. Classical Philology: Greek Latin. Classical Villization Contemporary Civilization Crown and Bridgework. Dental Histology and Embryology Dermatology and Syphilology. Diseases of Children. Economics Education. Electrical Engineering Engineering Drafting Engineering Drafting Engineering Drafting Engineering Honors Geography. Geology. Germanic Languages and Literatures. Government. History of Science. Industrial Engineering Journalism Laryngology and Otology Mathematics Mechanics (Mathematical Physics) Metallurgy Mining. Music Neurology. Operative Dentistry (including Ethics) Ophthalmology. Oriental Languages:	777 774 124 173 4099 5344 22 783 8 97 	9	193				380 11 511 22 20 4	1111		7 429 14 5 41 44 88 362 6 10	1	353 21 109 188 223 242 60 588 7716 1016 712 143 379 193 193 193 193 193 193 193 193 193 19
Chinese. Indo-Iranian. Semitic Languages. Orthodontia.		:: ::			::	::	 	222	::	35 	2	17 13 43 222

TABLE XIV—(Continued)

1924–1925	College	Law	Medicine	Mines, Engineering and Chemistry	Architecture	Journalism	Business	Dentistry	University Undergraduates	Graduate Faculties	Unclassified University Students	Total
Orthopedic Surgery. Pathology. Pharmacology and Materia Medica. Philosophy. Physical Education (including Hygiene) Physics. Physiology. Practice of Medicine. Private Law. Prosthetic Dentistry. Psychiatry. Psychiatry. Psychology. Public Health Administration. Public Law and Jurisprudence. Radiology. Religion. Romance Languages and Literatures:	336 14 347	710	191 96 98 201 293 290	1 2 81 1	· · · · · · · · · · · · · · · · · · ·	5	2 3 2	143 379 	8 2 8 1 8	102 102 102 160 7	13 2 12 1 8	191 319 241 539 375 293 375 290 491 94 223 143 85
Celtic. French Italian. Spanish Slavonic Languages and Literatures: Russian. Social Science (including Statistics). Surgery. Urology Zoology.	770 21 236 6 57 	2	291	 		5	7		3 1 1 1 2 2 5	744 744 744 7444 	3 22 	953 47 332 16 332 291 192 330

TABLE XV

AGGREGATE ATTENDANCE IN ALL COURSES, 1924-1925 (EXCLUDING COURSES IN THE SCHOOL OF MEDICINE, SCHOOL OF DENTAL AND ORAL SURGERY, SUMMER SESSION, UNIVERSITY EXTENSION, TEACHERS COLLEGE, BARNARD COLLEGE AND THE COLLEGE OF PHARMACY)

1924–1925	Number of Half-Year Courses	Number of Registrations
Department		
Agriculture		14
Anthropology	4	59
Architecture	55	784
Astronomy		242
Botany	5 25	135
Business:	45	135
Accounting	18	496
Advertising	2	
Banking	17	73 660
Economics	17	254
Finance.	-8	478
Geography	16	302
Industrial Relations		35
Insurance	4 6	60
Law		211
Marketing.	4 6	167
Mathematics.	2	
Spanish	2	- 9
Statistics	5	14 210
Stenography and Typewriting	5 2	:
Transportation	8	46
Chemical Engineering.	22	73 218
Chemistry	72	1,826
Civil Engineering	20	
Contemporary Civilization		232
Economics and Finance (including Statistics)	4 48	1,132
Electrical Engineering.		2,162
Engineering Drofting	33 6	593
Engineering Drafting. English and Comparative Literature	78	178 4.731
Fine Arts	17	
Geology	40	302
Germanic Languages and Literatures	33	442 568
Greek and Latin:	33	500
Classical Civilization	2	22
Greek	20	52
Latin	21	285
History	50	2,187
History of Science.	4	
Industrial Engineering	12	43 00
Journalism	34	
Mathematics	34	1,316
Mechanical Engineering		1,419
Metallurgy	44	678
Mineralogy	25 8	196
Mining	20	39 178
Music	14	
Oriental Languages:	*4	333
Chinese	13	105
Indo-Iranian.	18	28
Semitic Languages	15	59
	-5	39

TABLE XV—(Continued)

1924-1925	Number of Half-Year Courses	Number of Registrations
Department Philosophy. Physical Education (including Hygiene). Physics (including Mechanics). Physiology. Private Law Psychology. Public Law, Government and Jurisprudence: Government. Jurisprudence. Public Law Religion. Romance Languages and Literatures: Celtic. French Italian. Spanish Slavonic Languages: Russian. Social Science. Zoology. Miscellaneous: General Honors.	45 1 46 30 21 3 14 2 2 48 10 14	943 2,804 1,295 1,4 5,233 927 872 40 465 66 5 2,148 83 560 32 613 701
Total	1,279	40,702

UNIVERSITY EXTENSION

1924-1925

A. STUDENTS CLASSIFIED ACCORDING TO SEX

	Resident	Extra- Mural	Home Study	Total
Men	6,473 4,611	154 2,045	1,208 646	7,835 7,302
Total	11,084	2,199	1,854	15,137
Duplicate Registrations Summer Session (1924)				438
Total attendance in University Extension only				14,699

 $\it Note: 2,909$ matriculated students taking courses in University Extension are not included in the above.

B. STUDENTS CLASSIFIED AS OLD AND NEW

	Resident	Extra- Mural	Total
Number of new students	6,840 4,244	1,043 1,156	7,883 5,400
Total	11,084	2,199	13,283

Note: Home Study students are not included in this table.

C. REGISTRATIONS IN SPECIAL CLASSES (NOT INCLUDED IN OTHER TABLES)

Course	Winter Session	Spring Session	Both Sessions	Total
Advanced Medicine Agriculture Dramatic Arts. Fine Arts Recreation Courses (at Barnard) Spoken Languages Swimming (at Barnard)	34 37 73 188	*II4 * 48 35 39 24 II8	*26 4 99 42 *1	*232 48 80 80 196 348 *4
Total	427	378	183	988

^{*}Note: Not full session courses.

D. STUDENTS CLASSIFIED ACCORDING TO FACULTIES

	Resident	Extra- Mural	Home Study	Total
I. Non-matriculated: Columbia Teachers College (exclusively) 2. Matriculated: Columbia College Barnard College Law School. Mines, Engineering and Chemistry Architecture Journalism Business Graduate Faculties Unclassified University	681 38 36 89	2,199		14,861 276 681 38 36 45 58 266 1,219
University Undergraduate Teachers College		2,100		62 327 18,046

E. STUDENTS CLASSIFIED ACCORDING TO RESIDENCE

		Extra-	Home	
	Resident	Mural	Study	Total
New York City:				
Manhattan and Bronx	6,022		170	6,201
Brooklyn	1,502	31	77	1,610
Queens	467		33	500
Richmond	80		11	01
New York State (outside of New York City)	695	476	264	1,435
New Jersey	1,190	776	149	2,115
Totals	9,956	1,283	713	11,052
Other States and Territories:				ĺ
Alabama	9		12	21
Arizona	2		3	5
Arkansas	3		5	5 8
California	21		41	62
Colorado	11		. 10	21
Connecticut	202	336	75	_ 613
Delaware	5		3	8
District of Columbia	14	75	40	129
FloridaGeorgia	6		12	18
Hawaii	19		6	25
Idaho	3		3 4	6
Illinois	38		53	4 91
Indiana	18		27	45
Iowa	23		10	43
Kansas	1 6		12	18
Kentucky	13		12	25
Louisiana	5		0	14
Maine	17	l	13	30
Maryland	10	173	12	195
Massachusetts	84		71	155
Michigan	21		77	98
Minnesota	12		16	28
Missouri	22		25	47
Mississippi	3		3 6	6
Nebraska	10			6
Nevada	10		7	17
New Hampshire	5		15	1 20
New Mexico	2		3	5
North Carolina	21		21	42
North Dakota	ī		4	5
Ohio	45		74	110
Oklahoma	10		12	22
Oregon	5		5	10
Pennsylvania	127	332	179	638
Philippines	5		3	. 8
Porto Rico	8		2	10
Rhode Island	15		7	22
South Carolina	8		7	15
South Dakota Tennessee	1 12		8	9
Texas	22			23
Utah	5		42	64 10
Vermont	13		5 5	18
Virginia	23		37	60
Washington	11		15	26
West Virginia	6		13	10
Wisconsin	16		10	26
Wyoming			6	6
Total	10,894	2,199	1.774	14,867

E. STUDENTS CLASSIFIED ACCORDING TO RESIDENCE —(Continued)

	Resident	Extra- Mural	Home Study	Total
Foreign Countries: Africa. Austria Australia Belgium British West Indies Bulgaria Canada Central America China Cuba. Denmark Egypt England Finland France. Germany Greece. Holland Hungary India. Ireland	3 1 2 37 17 9 4 1 14 2 14 2 12		31 2 3 7 1 6 2 4 4	2 3 1 2 4 4 4 1 68 3 20 16 4 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Italy Japan Java Mexico New Zealand Norway Nova Scotia Panama Poland Russia Scotland South Africa Spain Switzerland	36 4 2 3 3 2 2 5 1 1 6 7		4 8 1 8	1 37 1 7 2 3 3 6 2 5 1 1 1 7 7
Totals Grand Totals	190 11,084	2,199	80 1,854	270 15,137

F. AGGREGATE ATTENDANCE ON COURSES

Sunance	Numb	er of Hal Courses	f-Year	Number	of Regi	stration
SUBJECT	Resi- dent	Extra- Mural	Total	Resi- dent	Extra- Mural	Total
Accounting	29		29	1,147		1,147
Administration	I		1	2		2
Advertising	21		21	873		873
AgricultureAnthropology	14 5		14 5	85		8 ₅
Arabic	l i		3	'i		/3 I
Architecture	42		42	1,243		1,243
Astronomy	3		3	122		122
Automobile Engines	3		3	25		25
Biology	9		6	199		199
Bookkeeping	5		5	165		165
Botany	2		2	145		™145
Business English	4		4	358		358
Chemical Engineering	I		I	14		14
Civil Engineering	26 4		26 4	1,032 66		1,032 66
Clothing	20	::::::	20	92		92
Comparative Literature	10		10	465		465
Cookery	8		8	30		30
Czeckoslovak	5	[5	10		10
Orafting Orawing	7		7 4	94 70		94 70
Economics	19	i	20	1,097	24	1,121
Education		35	35		2,052	2,052
Electrical Engineering	8		8	191		191
English	121	I	122	8,747	77	8,824
Filing	2 11		2 11	20		20
rench	57	2	59	354 2,405	47	354 2,452
General Science	2		2	117		117
Geography	7	1	8	178	51	229
GeologyGerman	7	• • • • • •	7	80		80
Government	22 17	· · · · · · · · ·	22 18	621 550	20	621 570
Greek	6		6	44		44
Health Education	2		2	2		2
lebrew	2		2	50		50
HistoryHungarian	39	I	40	2,564	16	2,580
Tunganan	4 2		4 2	8 49		49
ndo-Iranian	2		2	26		26
ndustrial Engineering	6		6	95		95
ndustrial Relations	I		I	18		18
nsurance	5 6		5	138		138
talianapanese	2	• • • • • • •	6	182		182
atin	12		12	185		185
.aw	12		12	682		682
Marketing	9		9	131		131
Mathematics	27	• • • • • •	27	1,195		1,195
Mechanical Engineering Metalworking	I	• • • • • •	I	31	• • • • • • •	31
Mineralogy	4		4 2	5 54		5 54

F. AGGREGATE ATTENDANCE ON COURSES—(Continued)

Subject	Number of Half-Year Courses			Number	of Regi	strations
SUBJECT	Resi- dent	Extra- Mural	Total	Resi- dent	Extra- Mural	Total
Neurology Nursing Nutrition Optometry Oral Hygiene Philosophy Phonetics Photoplay Composition Physical Education Physical Training Physics Physiology Polish Portugese Psychology Public Law Real Estate Religion Rumanian Russian Salesmanship Science of Language Secretarial Correspondence Sociology South Slavonic Spanish Speech Statistics Stenography Structural Mechanics Teachers College Chemistry	2 2 2 2 2 2 2 2 4 100 4 19 4 7 7 2 2 3 8 11 2 4 2 9 2 8 11 2 4 2 9 2 8 16 6 2		2 2 2 2 2 2 2 2 2 2 2 4 10 0 4 19 4 7 7 2 6 6 2 2 8 11 2 4 2 3 1 4 2 9 2 18 6 6 2	60 19 19 13 552 913 1,227 151 105 148 393 128 700 0 1,441 128 700 29 3 3 44 216 140 410 11,143 3 3 43 440 95		60 19 13 552 913 1,227 151 105 184 48 393 128 146 6 1,441 128 216 16 140 11 11,143 30 446 446 456 476 476 476 476 476 476 476 476 476 47
Teachers College Drawing. Teachers College Fine Arts Teachers College Hygiene. Teachers College Music. Textiles.	6 44 3 14 7		6 44 3 14	16 283 3 25 123		16 283 3 25 123
Transportation Typewriting Typography Zoology	4 12 2 8		4 12 2 8	58 324 98 554		58 324 98 554
Total	1,066	42	1,108	36,580	2,287	38,867

G. AGGREGATE ATTENDANCE ON HOME STUDY COURSES

Subject	Number of Courses	Number of Registrations
Agriculture	4	6
Astronomy	I	2
Banking	I	194
Biblical Literature	I	23
Bookkeeping	I	26
Business	I 2	209
Business English	I	36
Business Mathematics	2	9
Church History	I	4
Comparative Literature	I	4
Drafting	2	10
Economics	2	26
English	18	690
French	9	51
German	I	9
Government	I	2
Greek	4	10
History	4	14
Italian	I	11
Latin	3	9
Actuarial Mathematics	9	45
Mathematics	II	73
Music	I	12
Philosophy	4	14
Photoplay Composition	I	24
Psychology	5	73
Scoutmastership	I	227
Secretarial Studies	I	40
Sociology	I	7
Spanish	8	53
Typewriting	2	3
Total	114	1,916

SUMMER SESSION, 1925 SUMMER SESSION ENROLLMENT

1900-1925

Year	Total Enrollment	Percentage of Increase Over Preceding Year
1900	417	
1901	579	38.85
1902	643	11.05
1903	993	54-43
1904	961	-3.22
1905	1,018	5.93
1906	1,041	2.26
1907	1,395	33.72
1908	1,532	10.05
1909	1,971	28.65
1910	2,632	33.54
1911	2,973	12.96
1912	3,602	21.16
1913	4,539	26.01
1914	5,590	23.14
1915	5,961	6.63
1916	8,023	34.59
1917	6,144	-23.42
1918	6,022	-1.99
1919	9,539	58.40
1920	9,780	2.52
1921	11,809	20.75
1922	12,567	6.42
1923	12,675	.86
1924	12,916	1.90
1925	12,720	-1.52

Classification	Numbers	Percentages
A. STUDENTS CLASSIFIED ACCORDING TO SEX Men		
Women.	4,124 8,596	32.42 67.58
Total	12,720	
B. STUDENTS CLASSIFIED AS OLD AND NEW Previously registered New Students.	6,198 6,522	48.73 51.27
Total	12,720	31.27
c. Students Classified According to Faculties I. Non-Matriculated	7,525 5,195	59.16 40.84
1. Columbia a. Columbia a. Columbia College. b. University Undergraduates. 2. Barnard College. 3. Mines, Engineering and Chemistry. 4. Law. 5. Medicine. 6. Architecture. 7. Political Science. 8. Philosophy. 9. Pure Science. 10. Ph.D. in Education. 11. Business. 12. Journalism. 13. Dentistry. 14. Pharmacy. 15. Teachers College a. Undergraduates. b. Graduates. c. Unclassified. Total I and II. D. STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS	350 30 94 23 163 7 20 269 450 213 90 73 12 3 2 624 2,323 449	
D. STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS I. Not engaged in Teaching. Elementary Schools. Secondary Schools. Higher Educational Institutions. Normal Schools. Industrial Schools. Principals. Assistant Principals Supervisors. Superintendents. Special Teachers Private School Teachers. Librarians. Technical Schools. Hospital. State Inspector Private Teachers Business Schools. Institutes. Total I and II.	4,609 8,111 2,890 3,415 715 214 4 370 25 147 193 54 13 18 38 38 15 16 24	36.23 63.77

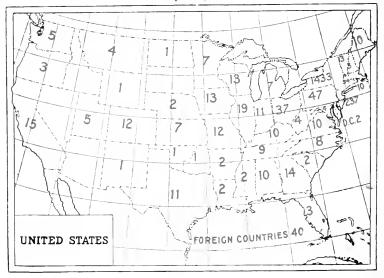
Classification	Numbers	Percentages
E. STUDENTS CLASSIFIED ACCORDING TO RESIDENCE North Atlantic Division: Connecticut. Maine. Massachusetts. New Hampshire.	391 75 374 78	
New Jersey. *New York: Outside of New York City. Manhattan and Bronx. Queens. Richmond. Brooklyn. *Total, 4,018 Pennsylvania. Rhode Island.	843 1,312 1,819 186 36 665 1,100	
Vermont Total North Atlantic Division	73	55.04
South Atlantic Division: Delaware. District of Columbia Florida Georgia Maryland North Carolina South Carolina Virginia West Virginia West Virginia	31 143 92 217 279 277 168 265	
Total South Atlantic Division	1,616	12.70
North Central Division: Illinois. Indiana Iowa. Kansas. Michigan. Minnesota. Missouri. Nebraska North Dakota. South Dakota. Wisconsin. Ohio	225 334 138 152 317 177 223 105 23 29 127	
Total North Central Division	2,552	20.06
South Central Division: Alabama. Arkansas. Louisiana Kentucky. Oklahoma. Mississippi. Tennessee. Texas.	136 56 71 113 81 63 133 256	
Total South Central Division	909	7.15

Classification	Numbers	Percentages
Western Division:		
Arizona	12	
California	116	
Colorado	59	
Idaho	23	
Montana	ő	
Nevada	3	
New Mexico	2	
Oregon	14	
Utaĥ	29	
Washington	44	
wyoming	4	
Total Western Division	312	2.45
Insular and Non-Contiguous Territories:		
Hawaiian Islands. Alaska Porto Rico	6	
Alaska	r	
Porto Rico	38	
Philippine Islands	14	·
Total Insular and Non-Contiguous Territories	59	0.46
Totals (United States)	12,449	97.87
Foreign Countries:		
Australia	2	
Argentine	I	
Austria	I	
Belgium	I	
BoliviaBrazil	3	
Bulgaria	ī	
Canada	93	
Chile	, , ,	
China	59	
Colombia	I	
Cuba	18	
Czechoslovakia	3	
Denmark	3	
Dominican Republic	8	
France	2	
Germany	7	
Greece	ŕ	
India	3	1
Japan	22	
Korea	2	
Lithuania	I	1
Mexico	3	
Newfoundland	4	
New Zealand	4	1
Nicaragua	I	
Norway Palestine.	I	
Panama	i	
Peru	İ	
Poland	2	
Portugal	ī	
Rumania	î	
Scotland	1	
South Africa	2	
Sweden. Switzerland.	3	
Switzerland	3	
SyriaVenezuela	4	
West Africa	I 2	
		2.13
Total Foreign Countries	271	

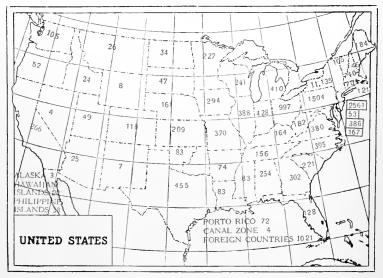
COLUMBIA UNIVERSITY

Grand Net Total, including Summer Session and University Extension 1915-1916 to 1924-1925

Number of Students	1915- 1916	1916- 1917	1917 - 1918	1918- 1919	1919- 1920	1920- 1921	1921- 1922	1922- 1923	1923- 1924	1924- 1925
34000										
33000										
32000										
31000				ļ						
30000										
29000										
28000										
27000										
26000										
25000										
24000									i	
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22000										
21000					1.0					
20000										
19000										
18000										
17000										
16000				#			101		1000	
15000	4 \$44	3	1000							
14000				1.1				33		
13000				. (1.00)	330					
12000					#4.	500				100
11000				\$4,7	50		1 38			
10000				100						
9000	i ali									
8000									-11	
7000			ولوا ا				995	9	125	
6000									*	
5000				ulio.						
4000										1,80
3000			112.							
2000				la de						
1000					10000					1000



1924-1925



GEOGRAPHICAL DISTRIBUTION OF STUDENTS (1924-1925 is inclusive of 1924 Summer Session, but not of University Extension)

	Subjects	Number of Courses	Number of Registrations
F.	Aggregate Attendance on		
	Courses:		
	Accounting	8	101
	Administration	6	136
	Advertising	3	112
	Anatomy	I	18
	Anthropology	2	46
	Architecture	12	108
	Astronomy	2	56
	Bacteriology	1	15
	Banking	2	37
	Biochemistry	5	49
	Biology	5 I	100
	BookkeepingBotany		1
	Business.	4	77
	Business English.	ī	38
	Cancer Research.	î	5
	Chemical Engineering.	6	33
	Chemistry	44	599
	T. C. Chemistry	10	78
	Clothing	14	396
	Comparative Literature	3	295
	Contemporary Civilization	2	43
	Cookery	15	363
	Drafting	4	16
	T. C. Drawing	I	19
	Economics	15	395
	Education	243	15,969
	Electrical Engineering	.4	70
	English	46	2,215
	FinanceFine Arts.	36	38 986
	French	20	883
	Geography	12	135
	Geology	4	20
	German	ró	160
	Government	4	95
	Greek	3	22
	Household Economics	3	75
	History	23	1,139
	Hygiene	4	133
	Industrial Arts	ĭ	6
	Italian	6	71
	Japanese	2	56
	JournalismLatin	13 16	324
	Law	17	430
	Library Economy	5	167 *
	Marketing.	3	26
	Mathematics.	15	557
	Metallurgy	3	18
	Metalworking	ĭ	9
	Music	10	204
	T. C. Music	14	173
	Neurology	r	8
	Nursing	9	356
	Nutrition	5	91
	Parliamentary Law	2	19
	Penmanship	ī	51
	Philosophy	5	130
	Phonetics. Photoplay Composition.	2 2	38
	Physical Education	44	1,220

Subjects	Number of Courses	Number of Registrations
Physical Training. Physics. T. C. Physics Physiology Practice of Medicine Psychology Public Health Public Law Religion Russian Salesmanship Secretarial Correspondence Social Science Sociology Spanish Speech Statistics. Stenography Textiles. Typewriting Zoology Total.	14 4 1 14 4 3 2 2 1 2 6 5 11 5 3	523 230 23 41 23 544 22 46 50 5 10 170 140 290 173 48 111 49 74 55

Respectfully submitted,

Edward J. Grant, Registrar

September 1, 1925

STATISTICS REGARDING THE TEACHING AND ADMINISTRATIVE STAFF FOR THE ACADEMIC YEAR 1924–1925

SUMMARY OF OFFICERS [See p. 57]

VACANCIES

By Death, Resignation, Retirement, or Expiration of Term of Appointment; occurring, unless otherwise indicated, on June 30, 1925

ANATHON AALL, Ph.D., Visiting Professor of Philosophy EMILIO AGRAMONTE, C.E., LL.D., Lecturer in Spanish EDWARD J. ALEXANDER, Research Assistant in Geology (Feb. 7, 1925)

ADELE ALFKE, A.M., Lecturer in English in Barnard College (Dec. 31, 1924)

EDWARD J. ALLEN, A.M., Assistant in Economics

PAULINE ALONSO, A.M., Lecturer in Spanish in Barnard College

VICTOR V. ANDERSON, A.M., Instructor in Psychiatry (Dec. 15, 1924)

ROY C. AVERY, M.S., Assistant Professor of Bacteriology

GEORGE W. BAIN, A.M., Assistant in Geology

WOOLFORD B. BAKER, M.S., Assistant in Zoölogy

CLARENCE G. BANDLER, M.D., Associate in Urology

LUCIUS WARD BANNISTER, LL.B., Lecturer in Law

JOSEPH C. BELL, M.D., Assistant in Medicine (Oct. 1, 1925)

RHODA W. BENHAM, A.M., Assistant in Botany in Barnard College

Francis T. Bitter, A.B., Assistant in Physics

HUGH BLACK, D.D., D.Litt., Associate in Religious Instruction in Barnard College

GEORGE E. BOCK, M.E., Assistant in Mechanical Engineering

RACHEL BOWLING, Research Assistant in Zoölogy

(Aug. 15, 1925)

EDGAR M. BOWMAN, A.M., Instructor in French

LESLIE V. BRAITHWAITE, A.M., Assistant in Chemistry

CHARLES E. BRAUN, A.M., Assistant in Chemistry

HARRIET BRAY, A.B., Research Assistant in Physiography

Roy S. Breese, B.S., Assistant in Physics

THEODORE H. Brown, Ph.D., Assistant Professor of Foreign Trade

CHARLES K. CABEEN, M.S., Assistant in Mineralogy

BESSIE R. CALLOW, A.B., Assistant in Bacteriology

WILLIAM CARR, M.D., Honorary Director of the School of Dental and Oral Surgery

(Died Oct. 15, 1925)

THOMAS F. CARTER, A.B., Assistant Professor of Chinese (Died Aug. 6, 1925)

HERBERT E. CHAMBERLAIN, M.D., Instructor in Psychiatry

CHARLES F. CHANDLER, M.D., LL.D., Sc.D., Mitchill Professor Emeritus of Chemistry

(Died Aug. 25, 1925)

J. HORACE COULLIETTE, A.M., Assistant in Physics (Feb. 1, 1925)

EUGENE D. CRITTENDEN, Ph.D., Instructor in Chemistry

RALPH B. CRUM, A.M., Instructor in English

HARVEY CUSHING, M.D., Assistant in Medicine

HUGH H. DARBY, B.S., Assistant in Zoölogy

E. GAYLORD DAVIS, A.B., Instructor in Accounting

ERNEST T. DEWALD, Ph.D., Assistant Professor of Fine Arts in Barnard College

M. EVELYN DILLEY, A.M., Assistant in English

WALTER F. DUGGAN, A.B., Instructor in Physiology

HALBERT L. DUNN, M.D., Assistant in Medicine

FOREST C. Ensign, Ph.D., Visiting Professor of Education in Teachers College

CHARLES W. EVERETT, A.M., Instructor in English

HELEN FAIRBANKS, Research Assistant in Geology

(May 15, 1925)

CHARLES H. FARNSWORTH, Professor of Music Education in Teachers College

LEON FERARU, B. en Dr., Instructor in French

JOHN A. FITCH, A.B., Lecturer in Economics

ALBERT E. FLANAGAN, Associate in Design

(Jan. 1, 1925)

CHARLES M. FORD, M.D., Associate Professor of Anatomy and Histology JOHN A. FORDYCE, M.D., Professor of Dermatology and Syphilology (Died June 4, 1925)

CECIL G. GASTON, A.M., Assistant in Chemistry (Feb. 1, 1925)

META GLASS, Ph.D., Assistant Professor of Greek and Latin (Sept. 1, 1925)

JOHN C. GREGORY, Associate in Modeling

MARY ROSE MILLIE GRIFFITHS, A.B., Assistant in History in Barnard College

Susanna S. Haigh, M.D., Instructor in Surgery (Sept. 1, 1925)

HENRY E. HALE, M.D., Associate in Medicine

FRANK W. HART, Ph.D., Visiting Associate Professor of Education in Teachers College

RALPH C. HARTSOUGH, A.M., Assistant in Physics

Francis E. Haworth, A.B., Assistant in Physics

THOMAS M. HILL, A.M., Lecturer in Chemistry

HEDWIG H. HOFFMANN, A.M., Lecturer in German in Barnard College

CARL H. HOOVER, A.M., Assistant in English

FREDERICK M. JOHNSON, M.B., Associate Professor of Physiology

JACOB KAUFMANN, M.D., Professor of Clinical Medicine

(June 1, 1925)

MRS. ROMOLA L. KEELER, A.M., Assistant in Bacteriology (Jan. 1, 1925)

L. GAIL KENNEDY, A.B., Lecturer in Philosophy

PHILIPPE DE LA ROCHELLE, B. es L., Lecturer in French

PAUL LAUMONIER, D. es L., Professor of French Literature

VICTOR F. LAWSON, Member of Advisory Board of School of Journalism (Died Aug. 19, 1925)

PIERRE LEMAIRE, D. es Sc., Visiting Professor of Applied Physics

CLARENCE P. LINVILLE, A.M., Lecturer in Metallurgy

CARROLL B. Low, LL.B., Lecturer in Law

LEA McI. LUQUER, Ph.D., Associate Professor of Mineralogy

EUGENE W. LYMAN, D.D., Associate in Religious Instruction in Barnard College

MRS. CLARA L. LYNCH, B.Litt., Lecturer in Journalism (Feb. 1, 1925)

CHARLES C. McCoy, M.D., Assistant in Medicine

EUGENE McDermott, M.E., Assistant in Physics

EDWARD L'H. McGINNIS, M.D., Associate in Radiotherapy (Died April 28, 1925)

JAY McLEAN, M.D., Instructor in Surgery

KATHERINE E. MACMAHON, B.Litt., Instructor in Journalism (Died Nov. 9, 1924)

PAUL D. MANNING, M.S., Assistant in Chemical Engineering

RUTH B. MANSER, A.B., Instructor in English in Barnard College

HELEN P. MARTIN, A.B., Assistant in Chemistry in Barnard College

HENRY BEDINGER MITCHELL, A.M., Professor of Mathematics (Jan. 31, 1925)

ANTHONY N. MODICA, M.D., Instructor in Surgery

ROY F. NICHOLS, Ph.D., Instructor in History

GORDON NILSSON, A.B., Instructor in English

(Died Oct. 3, 1925)

GLADWYN K. NOBLE, Ph.D., Lecturer in Vertebrate Palaeontology

MARY ADELAIDE NUTTING, A.M., Professor of Nursing Education on the Helen Hartley Foundation in Teachers College

A. RAY OLPIN, A.B., Assistant in Physics

HENRY S. PATTERSON, M.D., Assistant Professor of Clinical Medicine (Nov. 1, 1924)

JAL C. PAVRY, A.M., Lecturer in Indo-Iranian Languages

EARLE K. PAXTON, A.M., Assistant in Mathematics

FLORENCE E. PECK, Registrar of Teachers College

ROBERT PEELE, E.M., Professor of Mining

OSBORN P. PERKINS, M.D., Assistant in Medicine

Albert F. Pollard, Litt.D., Visiting Professor of History in Barnard College

(Feb. 1, 1925)

THOMAS REED POWELL, Ph.D., LL.B., Ruggles Professor of Constitutional Law

WILLIAM Z. RIPLEY, Ph.D., Lecturer in Economics

JANET H. ROBB, A.M., Assistant in History in Barnard College

EVELYN ROGERS, A.B., Assistant in Bacteriology (Jan. 1, 1925)

IRVING R. ROTH, M.D., Instructor in Physiology

WORTHINGTON S. RUSSELL, M.D., Associate Professor of Oral Pathology MURRAY J. SHEAR, A.M., Assistant in Chemistry

EUGENE J. STRITTMATTER, A.M., Instructor in Greek and Latin

FLETCHER H. SWIFT, Ph.D., Visiting Professor of Education in Teachers College

HENRY A. TODD, Ph.D., Professor of Romance Philology (Died Jan. 3, 1925)

FELIX VEXLER, Ph.D., Assistant in Slavonic Languages

Lewis C. Wagner, M.D., Instructor in Anatomy (Mar. 31, 1925)

DELANCEY W. WARD, Ph.D., Associate Professor of Biological Chemistry LeRoy S. Weatherby, Ph.D., Lecturer in Chemistry (Feb. 1, 1925)

RALPH WEILER, M.D., Assistant in Surgery

ALBERT M. WILBOR, D.D.S., Associate Professor of Prosthetic Dentistry (Dec. 31, 1924)

ELLA WOODS, Ph.D., Research Assistant in Food Chemistry DAVID YELLIN, Gustav Gottheil Lecturer in Semitic Languages CLOTILDE DE ZABALA, Lecturer in Spanish in Barnard College ALFRED E. ZIMMERN, Lecturer on the Julius Beer Foundation JEROME ZUCKERMAN, M.D., Assistant in Diseases of Children

PROMOTIONS

To take effect, unless otherwise indicated, July 1, 1925

Name	From	To	Subject
DANA W. ATCHLEY, M.D.	Associate	Assistant Professor	Medicine
A. CHARLES BABENROTH, Ph.D.	Lecturer	Assistant Professor	English
FREDERIC W. BANCROFT, M.D. (Oct. 1, 1925)	Instructor	Associate	Surgery
FREDERICK D. BULLOCK, M.D.	Associate	Assistant Professor	Cancer Research
ROBERT F. COLLINS, A.M.	Assistant	Lecturer	Geology (Barnard College)
GEORGE DRAPER, M.D.	Associate	Assistant Professor	Clinical Medicine
GEORGE FILIPETTI, Ph.D.	Instructor	Assistant Professor	Business Administration
JOHN M. HANFORD, M.D.	Instructor	Associate	Surgery
LEROY L. HARTMAN, D.D.S.	Associate Professor	Professor	Operative Dentistry
ALEITA HOPPING, Ph.D.	Instructor	Associate	Physiology
James F. Hosic, Ph.D.	Associate Professor	Professor	Education (Teachers College)
H. HATCHER HUGHES, A.M.	Lecturer	Assistant Professor	English
WILLIAM C. JOHNSON, M.D.	Assistant Professor	Associate Professor	Pathology
GEORGE KING, M.D.	Associate	Assistant Professor	Clinical Medicine
LOUISE D. LARIMORE, M.D.	Instructor	Associate	Pathology
KARL N. LLEWELLYN, J.D.	Lecturer	Associate Professor	Law
FREDERICK H. LUND, Ph.D.	Assistant	Instructor	Psychology (Barnard College)
JOHN D. LYTTLE, M.D.	Instructor	Associate	Diseases of Children
JOHN A. McCreery, M.D.	Instructor	Assistant Professor	Surgery
J. RALPH McGAUGHY, Ph.D.	Assistant Professor	Associate Professor	Education (Teachers College)

Name	From	To	Subject
Rustin McIntosh, M.D.	Assistant	Instructor	Diseases of Children
STAFFORD McLean, M.D.	Instructor	Associate	Diseases of Children
Roswell F. Magill, J.D.	Assistant Professor	Associate Professor	Law
RODERICK D. MARSHALL, A.M.	Lecturer	Instructor	English (Barnard College)
Daniel Gregory Mason, A.B.	Associate Professor	Professor	Music
Albert E. Meder, Jr., A.M. HAROLD R. MEDINA, LL.B.	Assistant Associate	Instructor Associate Professor	Mathematics Law
GARDNER MURPHY, Ph.D. EMERY E. NEFF, Ph.D.	Lecturer Instructor	Instructor Assistant Professor	Psychology English
NATHANIEL R. NORTON, M.D.	Associate	Clinical Professor	Diseases of Children
PETER H. ODEGARD, A.M. BERYL H. PAIGE, A.M.	Lecturer Instructor		Government Pathology
Hannah Pierson, M.D. Edmond J. Quinn, Ph.D.	Assistant Research Assistant		Pathology Chemistry
JOHN H. RANDALL, JR., Ph.D.	Instructor	Assistant Professor	Philosophy
ZACHARY SAGAL, M.D. JOSEPH SCHROFF, M.D., D.D.S.	Assistant Assistant Professor	Instructor Associate Professor	
MAX SCHULMAN, M.D.	Associate	Assistant Professor	Clinical Medicine
HERBERT N. SHENTON, Ph.D.	Instructor	Assistant Professor	Sociology
GERALD S. SHIBLEY, M.D. FRANCIS G. SLACK, B.S.	Instructor Lecturer	Associate Instructor	Medicine Physics
ISABEL M. STEWART, A.M.	Associate Professor	Professor	Nursing Edu- cation(Teach- ers College)
Archibald H. Stockder, Ph.D.	Instructor	Assistant Professor	Business Administra- tion
Roy E. Stryker, A.B.	Assistant		Economics
HORACE TAYLOR, A.M. GRANT THORBURN, M.D.	Lecturer Instructor	Instructor Associate	Economics Medicine

Name	From	To	Subject
ALVIN S. TOSTLEBE, Ph.D. DAVID M. UPDIKE, Mech.E.	Instructor Assistant Superintendent of Buildings and Grounds	Superinten	
WILLIAM C. VON GLAHN, M.D.	Assistant Professor	Associate Professor	Pathology
J. Donald Young, A.M.	Instructor	Assistant Professor	Fine Arts

CHANGES OF TITLE

To take effect, unless otherwise indicated, July 1, 1925

Name	From	To
HERVEY ALLEN, B.S.	Instructor in English	Lecturer in English
ESTHER L. BATCHELDER, A.M.	Assistant in Food Chemistry	Research Assistant in Food Chemistry
FREDERICK B. FLINN, Ph.D.	Assistant Professor of Physiology	Assistant Pro- fessor of Phys- iology in Indus- trial Hygiene
Julius Goebel, LL.B., Ph.D.	Associate in Interna- tional Law	Associate in Law
RANSOM S. HOOKER, M.D.	Associate Professor of Surgery	Associate Pro- fessor of Clini- cal Surgery
EMIL G. H. KRAELING, Ph.D.	Lecturer in Semitic Languages	Gustav Gottheil Lecturer in Semitic Languages
Howard L. McBain, Ph.D.	Eaton Professor of Municipal Science and Administration	Ruggles Pro- l fessor of Con- stitutional Law
PARKER T. MOON, Ph.D.	Assistant Professor of History	Assistant Pro- fessor of Inter- national Rela- tions

Name From To

Henry Lee Norris, E.M. Superintendent of Buildings and Works
Grounds

EDMUND J. RHODEBECK, M.D. Assistant in Medicine Assistant in Clinical Pathology

APPOINTMENTS

To take effect, unless otherwise indicated, on July 1, 1925

•	, , , , ,
Name	Office
ELIZABETH I. ADAMSON, M.D. (February 1, 1925)	Instructor in Psychiatry
CARTER ALEXANDER, Ph.D.	Associate Professor of Education (Teachers College)
IRWIN W. ALPERT, M.D.	Instructor in Anatomy
MARY L. AUSTIN, A.M.	Assistant in Zoölogy (Barnard College)
G. HINMAN BARRETT, B.S. (February 2, 1925)	Assistant Treasurer of the University
MAX BARUCH, M.D. (January 1, 1925)	Instructor in Surgery
Mrs. Ruth F. Benedict, Ph.D.	Lecturer in Anthropology (Barnard · College)
Nelson K. Benton, M.D.	Instructor in Anatomy
VICTORIA C. A. BERGSTROM, M.D.	Assistant in Diseases of Children
H. LAMBERT BIBBY, M.D.	Assistant in Diseases of Children
THOMAS C. BLAISDELL, JR., A.M.	Instructor in Economics
GEORGE F. BOCK, M.D.	Instructor in Physiology
RICHARD W. BOLLING, M.D.	Associate in Surgery
DAVID M. BOSWORTH, M.D.	Instructor in Anatomy
John B. Brebner, A.M.	Instructor in History
KEMPER H. BROADUS, A.M.	Instructor in English (Barnard College)
IRVING H. BROWN, Ph.D.	Assistant Professor of Romance Languages
KATHARINE M. BROWNE, A.B.	Assistant in Botany (Barnard College)
P. DEWEES BROWNING, E.M.	Associate in Mining Engineering
HOMER L. BRYANT, A.M.	Assistant in Physiology
ELIZABETH C. BURGESS, B.S.	Assistant Professor of Nursing Education (Teachers College)
BAILEY B. BURRITT, A.M.	Lecturer in Sociology (Barnard College)

Name

ELEANOR F. CHASE, M.Sc. LEO J. CHASSEE, A.M. PIERRE A. CLAMENS, A.B. WOODHULL L. CONDICT, M.D. (November 1, 1925) CARL Y. CONNOR, A.M. DONALD H. COOK, Ph.D. HOWARD R. CRAIG, M.D. RAY H. CRIST, A.M. ARMISTEAD C. CRUMP, M.D.

(December 1, 1924) Bess V. Cunningham, Ph.D.

MILTON J. DAVIES, A.B.

MILDRED L. B. DE BARRITT, A.M. MILTON C. DEL MANZO, Ph.D.

ROBERT H. F. DINEGAR, M.D.
(November 1, 1925)
MORRIS A. DOLLIVER, B.S.
EDWARD J. DONOVAN, M.D.
WILLIAM O. DOUGLAS, LL.B.
PETER W. DYKEMA, M.L.

NATHAN I. EPSTEIN, B.S. SAMUEL EPSTEIN, M.D. AURELIUS A. EVANS, JR., B.S. CHARLES H. FARNSWORTH

Joseph Feld, Chem. E. William M. Findley, M.D.

ABRAHAM H. FINEMAN, M.D.
GEORGE W. FISH, M.D.
HAROLD R. FOX, M.D.
MRS. ZILPHA M. FRANKLIN, B.Lit.
(February 1, 1925)
MRS. OLGA RUMMEL FRY, B.S.
Instructor in Anatomy
Instructor in Urology
Assistant in Diseases of
Lecturer in Journalism
(February 1, 1925)
Assistant in Chemistry

EDMOND M. GAGEY, A.B. RUTH GAINES, A.B. PAUL H. GARRETT, A.B.

Office

Research Assistant in Food Chemistry Lecturer in Banking Instructor in French Instructor in Surgery

Instructor in English Associate Professor of Chemistry Assistant in Diseases of Children Lecturer in Chemistry Instructor in Medicine

Supervisor of the Educational Clinic and Assistant Professor of Education (Teachers College) Associate Director of University Extension Assistant in English Assistant Professor of Education

(Teachers College)
Instructor in Surgery

Assistant in Chemical Engineering Instructor in Surgery Lecturer in Law Professor of Music Education (Teachers College) Assistant in Biological Chemistry Assistant in Diseases of Children Assistant in Mathematics Emeritus Professor of Music Education (Teachers College) Assistant in Mathematics Instructor in Obstetrics and Gynecology Instructor in Anatomy Instructor in Urology Assistant in Diseases of Children

Assistant in Chemistry (Barnard College) Instructor in English Research Assistant in Physiology Assistant in Physics

Name

Warren E. Gibbs, A.M.
Harry D. Gideonse, A.M.
Louise Gode
Mrs. Dorothy B. Goebel, A.M.
Joseph Goldstein, M.D.
David Greene, M.D.
Morris Grossman, M.D.
Luther H. Gulick, Ph.D.

Moses Hadas, A.B.
Frank H. Hagemeyer, B.S.
Gilbert E. Haggart, M.D.
(October 1, 1925)
Susanna S. Haigh, M.D.
(January 1, 1925)
Edwin W. Hale
Norman W. Haring, A.M.

Wallace K. Harrison (January 1, 1925) Whitton R. Hatfield, D.D.S.

ROBERT C. HAYES, A.M.
SAMUEL HECHT, M.D.
GEORGE F. HERBEN, M.D.
MARGARET C. HESSLER, A.M.
MARGARET HOLDEN, B.S.
SIGMUND HORWITT, M.D.
EARL B. HOYT, D.D.S.

ALFRED F. HUETTNER, Ph.D.
GEORGE S. HUNTINGTON, M.D.,
Sc.D., LL.D.
(November 1, 1924)
ELIZABETH B. HURLOCK, Ph.D.

CHARLES CHENEY HYDE, LL.D.

HOWELL A. INGHRAM, M.S. ARTHUR T. JERSILD, A.B.

PHILIP C. JESSUP, LL.B. WOLFGANG L. G. JOERG JOHN H. JOHNSON, LL.B.

Office

Instructor in English
Lecturer in Economics
Lecturer in German (Barnard College)
Lecturer in History (Barnard College)
Assistant in Diseases of Children
Assistant in Diseases of Children
Instructor in Neurology
Lecturer in Municipal Science and
Administration
Instructor in Greek and Latin
Registrar of Teachers College
Instructor in Surgery

Instructor in Surgery

Associate in Metallurgy Assistant Professor of Fine Arts (Barnard College) Associate in Design

Assistant Professor of Prosthetic
Dentistry
Instructor in History
Instructor in Neurology
Instructor in Medicine
Research Assistant in Food Chemistry
Assistant in Bacteriology
Assistant in Diseases of Children
Assistant Professor of Prosthetic
Dentistry
Assistant Professor of Zoölogy

Emeritus Professor of Anatomy

Lecturer in Psychology (Barnard College)
Hamilton Fish Professor of International Law and Diplomacy
Instructor in Accounting
Assistant in Psychology (Barnard College)
Lecturer in International Law
Lecturer in Economic Geography

Lecturer in Law

THOMAS H. JONES
MOSES KESCHNER, M.D.
MALCOLM B. KILDALE, A.M.
HARRY D. KITSON, Ph.D.

SIDNEY KLEIN, M.D.
PERCY KLINGENSTEIN, M.D.
SHEPARD KRECH, M.D.
RALPH DE L. KRONIG, Ph.D.
DANIEL H. KULP, II., Ph.D.

ROBERT A. LAMBERT, M.D. (October 1, 1925) CHARLES A. LANG, M.B. PAUL G. I. LAUFFER, A.M. GEORGE N. LEONARD, M.D. Asa L. Lincoln, M.D. (February 1, 1925) ARTHUR LIVINGSTON, Ph.D. CARL L. LOKKE, A.M. KENNETH B. Low, LL.B. CHARLES A. LUST, M.D. Frank J. McGowan, M.D. (October 1, 1925) FREDERICK S. McKay, D.D.S. KATHARINE MACKAY, A.M. RICHARD P. McKEON, A.B. EARL B. McKINLEY, M.D. DONALD D. MACLELLAN, A.M. DANIEL McMahon, D.D.S. WALLACE MACMURRAY, A.M. JACOB MANTINBAND, M.D. H. NORTON MAWHINNEY, M.D. (November 1, 1925) ARTHUR R. MEAD, Ph.D.

LOUISE A. C. MEARNS, M.S. FRANK L. MELENEY, M.D. (January 1, 1925) HERBERT WILLY MEYER, M.D. EDITH W. MILNER, A.B. OTHO L. MONROE, M.D.

ROBERT B. MORGAN, Ph.B. ISIDOR MUFSON, M.D.

Office

Associate in Modeling Instructor in Neurology Lecturer in Mineralogy Professor of Education (Teachers College) Assistant in Diseases of Children Instructor in Anatomy Instructor in Surgery Lecturer in Physics Assistant Professor of Education (Teachers College) Director of the School of Tropical Medicine and Professor of Pathology Instructor in Diseases of Children Assistant in Chemistry Assistant in Diseases of Children Instructor in Medicine

Lecturer in Romance Languages Instructor in History Lecturer in Business Law Assistant in Diseases of Children Instructor in Surgery

Assistant in Oral Surgery
Assistant in English
Lecturer in Philosophy
Assistant Professor of Bacteriology
Assistant in Geology
Assistant in Oral Surgery
Lecturer in English
Assistant in Diseases of Children
Assistant in Medicine

Visiting Professor of Education (Teachers College) Assistant in Business Statistics Associate in Surgery

Instructor in Anatomy Assistant in Food Chemistry Instructor in Laryngology and Otology Assistant in Physics Assistant in Medicine

ERNST F. MULLER, M.D.

CLAY R. MURRAY, M.D.
(October 1, 1925)
MARGARET G. NEWBURGER, A.M.
GERTRUDE H. NICOLSON, M.D.
MARY ADELAIDE NUTTING, A.M.

Paul H. Nystrom, Ph.D. (February 1, 1926) Frank B. Orr, M.D. John R. Page, M.D. Jean Pattison, M.D. Frank G. Pedley, M.D.

PAUL PELLIOT
(February I, 1926)
OSCAR V. PETTY, A.M.
EARLE B. PHELPS, B.S.
(February I, 1925)
ARTHUR W. POLLISTER, A.B.
ALTON S. POPE, M.D.
DONALD PRICE, A.B.
EDWIN PYLE, M.D.

ABRAHAM M. RABINER, M.D.

NICHOLAS S. RANSOHOFF, M.D.
HENRY W. RAUDENBUSH, A.M.
MABEL G. REED
PAULETTE REGNAUD
ELIZABETH REYNARD, A.B.
DICKINSON W. RICHARDS, JR., M.D.
MAXIMIANO RIOS-RIOS, A.B.
(September 1, 1925)
HOBACE F. ROBINSON M.D.

Instructor in Neurolog
Instructor in Anatomy
Assistant in Mathema
Manager of the Unive
Lecturer in French (B
Lecturer in English (B
Lecturer in French (B
Lec

(September 1, 1925)
HORACE E. ROBINSON, M.D.
CARIDAD RODRIGUEZ-CASTELLANO,
A.M.

G. A. Johnston Ross, D.D.

GEORGE F. RUGAR, B.S. (February 1, 1925) RALPH L. RUSK, Ph.D. MERVIN F. SANDMAN, D.D.S. PASTOR SAPINOSO, M.D.

Office

Associate in Dermatology and Syphilology Instructor in Surgery

Research Assistant in Pathology Assistant in Diseases of Children Emeritus Professor of Nursing Education (Teachers College) Professor of Marketing

Assistant in Diseases of Children Instructor in Laryngology and Otology Assistant in Diseases of Children Assistant Professor of Medicine in Industrial Hygiene Visiting Professor of Chinese

Instructor in Spanish Professor of Sanitary Science

Assistant in Zoölogy
Assistant Professor of Epidemiology
Assistant in Chemistry
Instructor in Orthopedic Surgery
and in Anatomy
Instructor in Neurology
Instructor in Anatomy
Assistant in Mathematics
Manager of the University Commons
Lecturer in French (Barnard College)
Lecturer in English (Barnard College)
Assistant in Medicine
Instructor in French

Assistant in Diseases of Children Instructor in Spanish (Barnard College) Associate in Religious Instruction (Winter Session) Assistant in Chemistry

Associate Professor of English Associate in Oral Surgery Instructor in Pathology

JEROME SCHWEITZER, D.D.S. MARY M. C. SEALS AURA E. SEVRINGHAUS, A.M. CARROL M. SHANKS, LL.B. PAUL B. SHELDON, M.D. (December 1, 1924) BENJAMIN SHERWIN, M.D. (October 1, 1925) IRVING SHIMKIN, M.D. BERRIAN R. SHUTES ALONZO DE G. SMITH, M.D. ALFRED B. STARK, D.D.S. FREDERICK A. STENBUCK, M.Sc. (September 1, 1925) LEO STERN, D.D.S. MARSHALL H. STONE, A.B. JOSEPH SURLS, M.D. (October 1, 1925) PERCIVAL SYMONDS, Ph.D.

HARRY TAUB, B.S.

JOHN H. TEEPLE, A.B. SAM F. TRELEASE, Ph.D. (February 1, 1925) EDNA TRULL, A.M.

LEVERING TYSON, A.M.

JOHN G. VAN DEUSEN, A.M. GEORGE C. VEDOVA, A.M. NICHOLAS V. VINNER, A.B. WILLIAM M. WHITELAW, A.M. J. STEWART WILLIAMS, A.B. WILBUR L. WILLIAMS, A.B. H. HUGH WILLIS, A.B. MARTHA WOLLSTEIN, M.D. HERBERT P. WOODWARD, A.B.

HELEN T. WOOLLEY, Ph.D.

JAMES H. YOUNG, B.S. EDWIN G. ZABRISKIE, M.D.

Office

Instructor in Oral Surgery Lecturer in English (Barnard College) Assistant in Zoölogy Lecturer in Law Assistant in Medicine

Instructor in Surgery

Assistant in Diseases of Children Instructor in Music Assistant in Diseases of Children Assistant in Oral Surgery Assistant in Biological Chemistry

Instructor in Oral Surgery Instructor in Mathematics Instructor in Surgery

Assistant Professor of Education (Teachers College) Assistant Professor of Materia Medica (College of Pharmacy) Assistant in Physics Associate Professor of Botany

Assistant in Government (Barnard College) Associate Director of University Extension Instructor in History GUSTAVE L. VAN ROOSBROECK, Ph.D. Lecturer in Romance Languages Assistant in Mathematics Assistant in Slavonic Languages Instructor in History Assistant in Physics Assistant in Philosophy Assistant in Physics Associate in Diseases of Children Lecturer in Geography (Barnard College) Director of the Institute of Child Welfare Research and Professor of Education (Teachers College) Assistant in Chemistry

Professor of Clinical Neurology

LEAVES OF ABSENCE

For the whole or part of the academic year 1924-1925 were granted to the following officers:

Name

WILLIAM C. BAGLEY, Ph.D.

ELIJAH WILLIAM BAGSTER-COLLINS, A.M. CHARLES S. BALDWIN, Ph.D.

CHARLES P. BERKEY, Ph.D. DINO BIGONGIARI, A.B. Frederick G. Bonser. Ph.D.

WENDELL T. BUSH, Ph.D. WILLIAM CAMPBELL, Ph.D., Sc.D. Howe Professor of Metallurgy GRACE A. CORNELL

EUGENE D. CRITTENDEN, Ph.D. WILLIAM B. DINSMOOR, S.B.Arch.

JESSE DOUGLAS, Ph.D. NICKOLAUS L. ENGELHARDT, Ph.D. Professor of Education (Teachers

CHARLES H. FARNSWORTH

HORACE L. FRIESS, A.B. WILLYSTINE GOODSELL, Ph.D.

RICHARD J. H. GOTTHEIL, Ph.D.

WILLIAM K. GREGORY, Ph.D.

PATTY S. HILL

FREDERICK M. JOHNSON, M.B. ELEANOR KELLER, A.M. Cassius J. Keyser, Ph.D. MORRIS H. LEVINE, M.D. SAMUEL McCune LINDSAY, Ph.D. Professor of Social Legislation LEA McI. LUQUER, Ph.D. RALPH H. McKee, Ph.D., LL.D. Professor of Chemical Engineering ANNA E. H. MEYER, A.B.

Office

Professor of Education (Teachers College) Associate Professor of German (Teachers College) Professor of Rhetoric and English Composition (Barnard College) Professor of Geology Associate Professor of Italian Professor of Education (Teachers College)

Associate Professor of Philosophy Assistant Professor of Fine Arts (Teachers College)

Instructor in Chemistry Associate Professor of Architecture and Librarian of Avery Library Instructor in Mathematics

College) Professor of Music Education (Teach-

ers College) Instructor in Philosophy Assistant Professor of Education

(Teachers College) Professor of Rabbinical Literature and the Semitic Languages

Professor of Vertebrate Palaeontology

Professor of Education (Teachers College)

Associate Professor of Physiology Assistant Professor of Chemistry Adrain Professor of Mathematics Instructor in Surgery

Associate Professor of Mineralogy Registrar of Barnard College

ROBERT S. WOODWORTH, Ph.D.

Office

GEORGE L. MEYLAN, A.M., M.D.	Professor of Physical Education and
	Medical Director of the Gymnasium
LINCOLN DEGROOT Moss	Assistant Professor of Mechanical
	Engineering
FRANK A. PATTERSON, Ph.D.	Associate Professor of English
JOHN DYNELEY PRINCE, Ph.D.	Professor of Slavonic Languages
MARY S. ROSE, Ph.D.	Professor of Nutrition (Teachers
	College)
HENRY A. RUGER, Ph.D.	Assistant Professor of Education
	(Teachers College)
HAROLD O. RUGG, Ph.D.	Professor of Education (Teachers
	College)
HENRY H. L. SCHULZE, A.M.	Assistant Professor of the Germanic
	Languages and Literatures
HENRY R. SEAGER, Ph.D.	Professor of Political Economy
JAMES T. SHOTWELL, Ph.D.	Professor of History
WILLIAM P. TRENT, LL.D., D.C.L.	Professor of English Literature (Bar-
	nard College)
SAMUEL A. TUCKER, Ph.B.	Assistant Professor of Electro-
	Chemistry
DELANCEY W. WARD, Ph.D.	Associate Professor of Biological
	Chemistry
JESSE F. WILLIAMS, M.D.	Professor of Physical Education

Representatives of the University during 1924-1925 At the installations of

(Teachers College)

Professor of Psychology

Robert Ernest Vinson, President of Western Professor Allen O. Reserve University, and dedication of the WHIPPLE new buildings of the School of Medicine, Cleveland, Ohio (October 9, 1924) Reverend William Young Chapman, President Chaplain RAYMOND C. of the Bloomfield Theological Seminary, Knox Bloomfield, New Jersey (October 16, 1924) George Willard Frasier, President of the Colo-Professor WILLIAM F. rado State Teachers College, Greeley, Colo-RUSSELL rado (November 21, 1924) Martin Grove Brumbaugh, President of Ju-CHARLES W. STODDART, niata College, Huntington, Pennsylvania A.B. 1900; A.M. 1901

(January 29, 1925) Walter Marshall William Splawn, President of Charles G. Haines, the University of Texas, Austin, Texas (June 8, 1925)

A.M. 1904; Ph.D. 1909

Lemuel Herbert Murlin, President of DePauw University, Greencastle, Indiana (June 9, 1925)

Norman Frank Coleman, President of Reed College, Portland, Oregon (June 11, 1925)

SAMUEL DURHAM ROYSE, LL.B. 1903

ALBERT SCHNEIDER, Ph.D. 1897

At Anniversary Celebrations

Fiftieth Anniversary of the Founding of George Peabody College for Teachers, Nashville, Tennessee (February 18, 19 and 20, 1924)

Dean JAMES E. RUS-SELL

Centennial Celebration at Lafayette College and Banquet in honor of Professor Hart's 50 years of service in the Department of Chemistry, Easton, Pennsylvania (October 16, 17 and 18, 1924)

Professor Marston T. BOGERT

Eleven Hundredth Anniversary of the University of Pavia, Pavia, Italy (May 20, 21 and 22, 1925)

Professor DINO BIGON-GIARI

Fiftieth Anniversary of Wellesley College. Wellesley, Massachusetts (May 29, 1925)

Dean Frederick I. E. WOODBRIDGE

Inaugural Exercises and Celebration at FREDERICK P. KEPPEL, Wesleyan University, Middletown, Connecticut (June 5, 1925)

Dean VIRGINIA C. GIL-DERSLEEVE

Fiftieth Anniversary of the founding of Smith College, Northampton, Massachusetts (June 12, 1925)

A.B. 1898 Professor Ashley H.

Tenth Anniversary of Connecticut College for Women, New London, Connecticut (June 16, 1925)

Professor JAMES T. SHOTWELL

THORNDIKE

Seventy-fifth Anniversary of the founding of A. Monroe Stowe, Heidelberg University, Heidelberg, Germany (June 19 and 20, 1925)

Ph.D. 1909

Miscellaneous

International Mathematical Congress, Toronto, Canada (August 11-16, 1924)

Dedication of the James Whitcomb Riley Hospital for Children, Indianapolis, Indiana (October 7, 1924)

Professor William BENJAMIN FITE DANIEL W. LAYMAN, M.D. 1898

Opening of new buildings of University of Western Ontario, London, Canada (October 16 and 17, 1924)

WILLIAM F. TAMBLYN, Ph.D. 1898

- American Chemical Society (Penn State Section), State College, Pennsylvania (October 23 and 25, 1924)
- Meeting of Summer Session Directors, Bloomington, Indiana (October 29-November 4, 1924)
- Association of American Universities, Minneapolis, Minn. (October 30-November 1, 1924)
- Professor James Ken-DALL
- Director John J. Coss
- Dean Frederick J. E. Woodbridge
- Provost William
 Henry Carpenter
- Director Frank T.
 - Van Woert
- Director Adam Leroy Iones
- Dean HERBERT E.
- HAWKES
- Professor Harrison R. Steeves
- Professor James Ken-
- Director Adam Leroy Iones
- HERBERT B. HOWE, A.M. 1921
- Dean HERBERT E. HAWKES
- Director Adam Leroy Jones
- Professor WILLIAM E. WELD
- Professor Thomas Reed Powell
- Lecturer ROBERT LEE
 HALE
- Professor Roswell F. Magill
- Professor RICHARD B.
- Professor Thomas I.
 PARKINSON
- WILLIAM T. TAYLOR, A.B. 1921; LL.B. 1923

- College Entrance Examination Board, New York City (November 1, 1924)
- American Chemical Society (Rhode Island Section), Providence, Rhode Island (November 21 and 22, 1924)
- State Examinations Board, Albany, New York (November 24, 1924)
- Association of College and University Unions, Philadelphia, Pennsylvania (November 28 and 29, 1924)
- Association of Colleges and Preparatory Schools of the Middle States and Maryland, Washington, D. C. (November 28 and 29, 1924)
- Association of American Law Schools, Chicago, Illinois (December 29, 30, and 31, 1924)

Association of American Colleges, Chicago, Illinois (January 8, 1925)

Farewell Dinner to Ambassador Jusserand, Washington, D. C. (January 10, 1925)

American Association of Dental Schools. Chicago, Illinois (March 18, 19 and 20, 1925) Go to College Day, White Plains, New York (March 20, 1925)

Opening of the Hebrew University, Jerusalem (April 1, 1925)

Go to College Conference, New Haven, Conn. (April 1, 1925)

American Council on Education, Washington, D. C. (May 1 and 2, 1925)

College Week of the Junior High Schools, Arlington, Massachusetts (Week of May 14, 1925)

Dedication of C. H. Jones Hall of the College of Puget Sound, Tacoma, Washington (June 9, 1925)

Society for the Promotion of Engineering Education, 33rd annual meeting at Union College, Schenectady, New York (June 16-20, 1925) Professor Ben D. Wood Dean Herbert E. HAWKES Director ADAM LEROY

Jones Hon. J. Mayhew Wainwright, Ph.B. 1884;

LL.B. 1886; A.M. (Hon.) 1908

Professor Leuman Waugh

Professor Harry J. Carman

Professor RICHARD GOTTHEIL

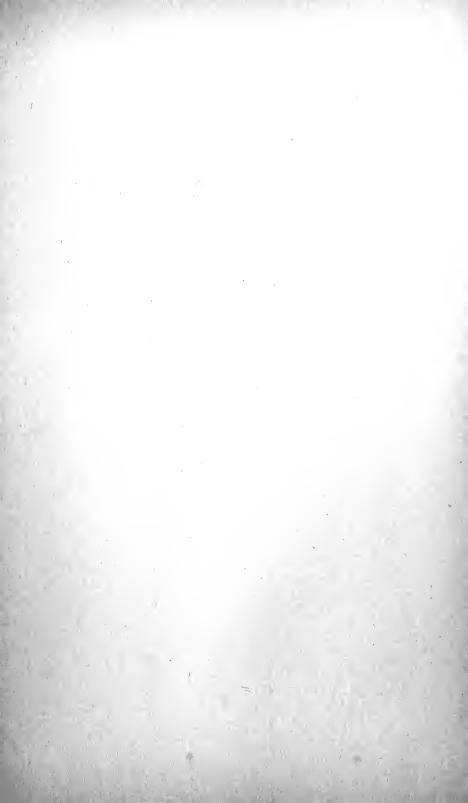
HERBERT B. HOWE, A.M.

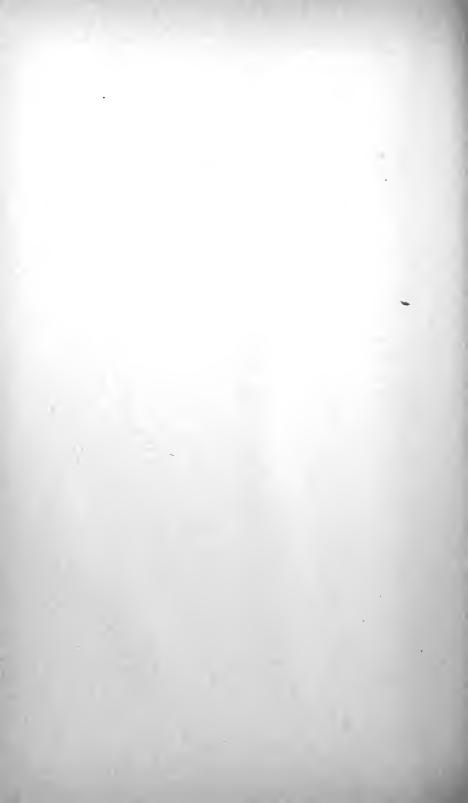
Director Adam Leroy Jones

Professor William E. Weld

Lyman C. Boynton, A.M. 1922; Ph.D. 1924

Dean George B.
PEGRAM

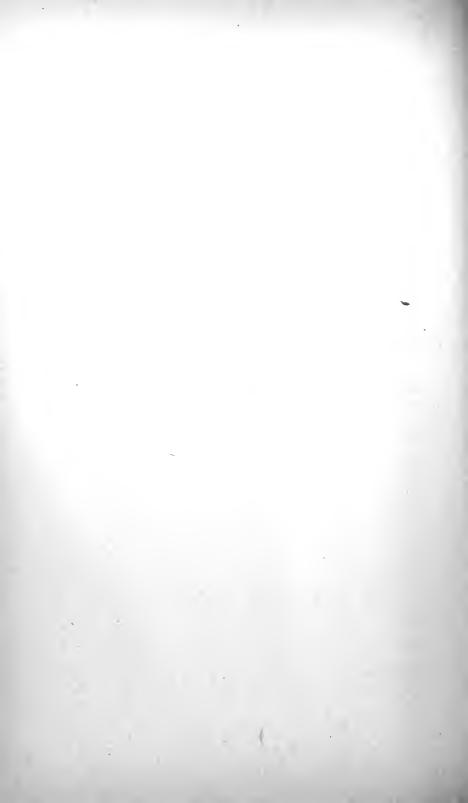




REPORT

To the Trustees of Columbia University in the City of New York

The Treasurer makes the following report of the financial affairs of the Corporation for the year ended June 30, 1925.



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INCOME AND EXPENSE ACCOUNT (GENERAL FUNDS) FOR THE YEAR ENDING JUNE 30, 1925

INCOME FROM ALL SOURCES

INCOME FROM ALL SOURCES			
From Students: Fees (see page 6)		\$3,090.739,31	
From Endowments: Rents (see page 7)	813,041.72		
Property (see page 7)	39,652.79		
page 7) From Income of Special Endowments	43,732.34		
(see page 7)	1,187,769.47	2,084,196.32	
From Gifts and Receipts for Designated Purposes (see page 7)		148,227.04	
From Allied Corporations (see page 7)		946,921.58	
From Miscellaneous Sources (see page 8)		263,789.93	
Total Income			\$6,533,874.18
EXPENSES			
Educational Administration and Instruction (see page 27)		5,331,025.72	
Buildings and Grounds—Maintenance (see page 29)		659,211.83	
Library (see page 32)		263,561.46	
Business Administration of the Corporation: Salaries and Office Expenses (see page 33) Insurance on Academic Buildings [Fire	133,729.80	474.023.00	
and Liability] (see page 33)	40,293.20	174,023,00	
Annuities (see page 34)		22,655.98	
Interest on Corporate Debt, etc. (see page 35)		106,305.40	
Total Expenses exclusive of provision for Redemption Fund			6,556,783.39
Balance, being excess of Expenses over Income before providing for Redemption Fund			22,909.21
Add: Amount transferred to Redemption Fund for retirement of 4 per cent Mortgage Bonds			100,000.00
Deficit, being excess of Expenses for Maintenance over Income			\$122,909.21 -

INCOME OF THE CORPORATION, YEAR ENDING JUNE 30, 1925

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Morningside:

University	\$65,446.74	
Degree and Examination	53,078.50	
Late Registration	9,418.00	
Tuition	942,535.85	
Residence Halls	253,743.08	\$1,324,222.17

Summer Session:

Morningside:

Tuition \$622,580.50	
Less Teachers College pro-	
portion	
Deficiency and Late Examination 96.00	
Camp Columbia	
Excursions	329,706.50

University...... 77,562.00

University Extension:

University 87,078	.00
Tuition 918,066	.35
Home Study 86,683	.34
Institute of Arts and Sciences 38,384	.25 1,130,211.94

Medical School:

University	4,788.00	
Degree and Examination	2,153.00	
Tuition	125,958.00	132,899.00

School of Dental and Oral Surgery:

University	4,482.00	
Degree and Examination	2,300.00	
Late Registration	30.00	
Summer Session	567.50	
Tuition	119,671.90	127,050.50

Carried forward...... \$3,044,090.11

Brought forward			\$3,044,090.11
Other Charges:			
Morningside:			
Materials furnished to Students Home Study—Book Sales		\$45,619.38	
School of Dental and Oral Surgery: Materials furnished to Students	939.01		
Long Island College Hospital: Materials furnished to Students	90.81	1,029.82	46,649.20
FROM ENDOWMENT:			
Rents:			
Upper and Lower Estates Other Property		813,041.72	
INCOME FROM INVESTMENTS IN PERSONAL PROPERTY:			
Interest:			
On General Investments On Deposits of General Funds On Notes Receivable On Rents On Gifts and Receipts for Designated	14,353.76 4,682.69 817.57 584.70		
Purposes On 503-11 Broadway and 620 Fifth Ave On Student Deposits	4,619.31 12,662.37 506.22		
On Columbia University Press Advance	1,426.17	39,652.79	
Investment of Redemption Fund		43,732.34	896,426.85
FROM INCOME OF SPECIAL ENDOW-			
MENTS		1,187,769.47	
FROM GIFTS AND RECEIPTS FOR DESIGNATED PURPOSES		148,227.04	1,335,996.51
FROM PAYMENTS BY ALLIED CORPORATIONS:			
For Salaries and Annuities:			
Teachers College		519,130.00	
Barnard College		298,958.30	
Carnegie Foundation Presbyterian Hospital (Clinical Services).		86,833.28 9,000.00	
Presbyterial Hospital (Laboratories)		33,000.00	946,921.58
Carried forward			\$6,270,084.25

Brought forward		\$6,270,084.25
FROM MISCELLANEOUS SOURCES:		h
University Commons	\$114,767.13 42,209.78 2,491.67 28,889.05 1,196.00	
Barnard College: Heat, Light and Power	20,311.50	
Civil Engineering: Receipts from Testing Laboratory	20,260.18	
Telephone Service. Bureau of Purchases and Supplies Consents	21,350.67 4,487.67 915.00 1,635.75 1,000.00 316.54 1,708.46 69.57 259.39 1,413.57	~
Locker Key Fees	508.00	263,789.93

\$6,533,874.18

EXPENSES—EDUCATIONAL ADMINISTRATION AND INSTRUCTION

	Expenditures	Depart- mental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
GENERAL UNIVERSITY ADMINISTRATION:					
Salaries	\$237,117.58		\$209,047.58	\$4,770.00	\$23,300.00
Bureau of Supplies	27,810.00		27,810.00		
Budget	1,700.00		1,700.00	:	:
President's Emergency Fund,	10,155.21		10,155.21		:
President's Fund	12,000.00		12,000.00		:
Printing	39,421.96		38,921.96	500.00	:
Public Ceremonies	1,500.00		1,500.00		
Alumni Records	2,593.54		2,593.54		:
Columbia University Press	5,000.00		3,000.00		2,000.00
Special Publication Fund	10,487.50		10,487.50		
Fund for Research	23,699.72		23,699.72		
Course in Contemporary Civilization	1,144.33		1,050.74		93.59
President's House Furnishing	522.43			522.43	
State Aid for Blind Pupils	2,679.00				2,679.00
Columbia Law Review	5.00				5.00
Special Convocations	4,999.00		4,999.00		
American Council on Education	200.00		300.00	:	200.00
Printing Old Minutes of the College	977.39				977.39
Dramatic Museum	30.00				30.00
Alumni Federation	5,000.00			:	5,000.00
Lectures	122.75		: : : : : : : : : : : : : : : : : : : :		122.75
Educational Research (Commonwealth Fund)	3,694.76				3,694.76
Columbia Service Bureau in Paris	18.05		:		18.05
Dawson Manuscript	424.00			474.00	•
Scientific Equipment and Research	4,595.31	•	4,595.31		•

	Expenditures	Depart- mental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
Clerk's Office Sundries. Works of John Milton. Journal of Cancer Research. Surveys.	\$1,500.00 252.08 2,752.97 405.00		\$1,500.00	\$2,752.97	\$2,752.97 405.00
EARL IIALL Departmental	3,280.00	:	3,280.00	:	:
OFFICE OF THE REGISTRAR Salaries. Diplomas Conduct of Examinations.	34,954.08 9,542.70 4,330.35		34,954.08 9,542.70 4,330.35		
ADVISER TO GRADUATE WOMEN STUDENTS Departmental Appropriation	512.49	:	512.49		
OFFICE OF UNIVERSITY ADMISSIONS Departmental Appropriation Preparation and Rating of Examination Books.	7,626.48	: : : : : : : : : : : :	7,626.48		
OFFICE OF STUDENT APPOINTMENTS Departmental Appropriation Salaries.	2,651.00 5,299.82		2,651.00 5,178.23	\$121.59	
UNIVERSITY MEDICAL OFFICER Supplies Residence Halls Service Salaries.	2,040.72 7,967.02 5,250.00		2,040.72 3,977.02 5,250.00		3,990.00

UNIVERSITY COMMONS Maintenance	115,504.19	:	115,504.19			
JOHNSON HALL Salaries. Maintenance of Dining Room Entertainment.	1,844.60 38,365.33 139.02		1,844.60 38,365.33 139.02			RI
MORRIS HALL Supervision	200.00		500.00			POI
INTERNATIONAL RELATIONS Salaries		\$644,426.33	1,000.00			KT (
COLUMBIA HOUSE Departmental Appropriation		1,842.66	1,842.66			J F :
MAISON FRANCAISE Departmental Appropriation		2,755.14	2,505.14	250.00	:	THE
INSTITUTE OF PUBLIC HEALTH Salaries. Departmental Appropriation Supplies and Equipment.	21,232.47 2,758.07 535.95			18,665.75 91.35 535.95	2,566.72 2,666.72	TREA
INSTITUTE OF CANCER RESEARCH Salaries. Departmental Expenses. Supplies and Equipment.	51,498.73 25,478.80 1,970.94			51,498.73 25,478.80 1,470.94	\$00.00	SURE
ANTHROPOLOGY Salaries. Departmental Appropriation Research on the Indians of British Columbia. Publication of Books.	9,995.23 91.16 72.09 237.00	10,395.48	3,307.16	4,688.07	2,000.00 50.00 72.09	403

	Expenditures	Depart- mental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
ARCHITECTURE Salaries Equipment Representation in International Congress.	\$39,744.58 2,868.40 407.72	\$43.020.79	\$39,744.58 2,868.49 407.72		
ASTRONOMY Salaries. Departmental Appropriation Observatory: For Apparatus.	7,077.00 114.95 19.00	7.210.95	7,077.00 114.95 19.00		
BOTANY Salarles. Departmental Appropriation Gardencr. Apparatus and Equipment	31,875.00 1,204.16 1,500.00 2,634.79	37,213,95	15,875.00 1,204.16 1,500.00 2,634.79		\$16,000.00
BUSINESS (SCHOOL OF) Salaries Equipment Departmental	107,806.04 2,799.84 2,956.96	113 562 84	80,888.53	\$26,917.51 2,956.96	2,799.84
CHEMICAL ENGINEERING Engineering Chemistry Salaries. Laboratory Servants. Equipment.	27,700.00 4,614.00 7,441.67	39,755.67	27,700.00 4,614.00 7,441.67		: : : : : : : : : : : : : : : : : : :

	29,300.00 974.15 B E B O B	TOF	THE T	7 R E A S U R 7 250 250 250 250 250 250 250 250 250 250	
	5,001.45		6,700.00 661.01 335.39 4,179.77	589.18	6,550.00 345.63
60,499.92 12,500.00 6,000.00 10,500.00		45,792.70		22,000.00 830.41 17,276.84	134,628.31 16,947.22 900.00 2,593.10
		237,339.43	11,876.17	41.326.95	161,964.26
66,499.92 18,500.00 6,000.00 10,500.00	29,300.00 974.15 4,363.82 13,001.45	45,792.70	6,700.00 661.01 335.39 4,179.77	22,000.00 830.41 589.18 17,276.84 630.52	134,628.31 23,842.85 900.00 2,593.10
General and Inorganic: Salaries Organic: Salaries Physical: Salaries Analytical: Salaries Food: Salaries	Barnard: Salaries. Research: Supplies. Laboratory Servants. Equipment and Supplies.	Breakage and Supplies	Salaries. Departmental Appropriation. Lectures. Exhibit	CIVIL ENGINEERING Salaries. Departmental Appropriation. For Research Testing Laboratory.	DENTAL AND ORAL SURGERY (SCHOOL OF) Salaries. Laboratory and Infirmary Expenses Equipment and Supplies. Maintenance of Commons

	Expenditures	Depart- mental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated
ECONOMICS Salaries Departmental Appropriation	\$88,812.76 1,041.12 771.40		\$72,020.26 1,041.12 771.40	\$292.50	\$16,500.00
ELECTRICAL ENGINEERING Salaries Equipment	32,185.70 5,000.00	37.185.70	32,185.70 5,000.00		
ENGINEERING DRAFTING Salaries Drawing Appropriation.	9,500.00	0 7 7 0 60	9,500.00		
ENGLISH AND COMPARATIVE LITERATURE Salaries Departmental Appropriation	142,649.98	142 175 00	90,225.00	5,125.00	47,299,98
FINE ARTS Salaries. Equipment.	12,100.00	13.094.20	500.00	8,000.00	3,600.00
GEOLOGY AND MINERALOGY GBOLOGY Salaries. Salaries. Departmental Appropriation. Summer Field Work	44,648.15 2,602.46 290.90 43.50	. 4	31,900.00 2,602.46 290.90	5,048.15	7,700.00

	REPO	RT OF THE	TREA	SURER	407
-	13,500.00	20,600.00	17,150.00	1,220.00	
	1,700.00	261.50		675.00	
6,410.00	23,700.00	32,000.00 250.00 250.00 75.29	79,400.00	9,325.00	10,500.00
53,995.01	39,097.07	53,436.79	97,335.61	11,270.00	10,938.50
6,410.00	38,900.00 147.07 50.00	52,600.00 250.00 250.00 261.50 75.29	96,550.00	11,220.00	10,500.00
MINERALOGY Salaries GERMANIC LANGUAGES	Salaries. Departmental Appropriation Lectures.	GREEK AND LATIN Salaries. Greek: American School at Athens. Latin: American School at Rome. Equipment Departmental Appropriation.	HISTORY Salaries. Departmental Appropriation.	INDO-IRANIAN LANGUAGES Salaries. Departmental Appropriation.	INDUSTRIAL ENGINEERING Salaries Departmental Appropriation.

	Expenditures	Depart- mental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
JOURNALISM Salaries Lectures Equipment Supplies Laboratory Costs	\$35,475.00 100.00 978.97 1,524.07 801.59	\$38.870.63		\$35,475.00 100.00 978.97 1,524.07 801.59	
LAW SCHOOL Salaries. Departmental Appropriation Legislative Drafting Research Fund. Legislative Drafting Contingent Fund. Legislative Drafting Contingent Fund. Moot Courts. Research—Commonwealth Fund.	91,650,00 600.00 4,830.90 1,500.00 656.78 1,500.00 150.00		\$85,650.00 600.00 656.78 150.00	6,000.00	\$4,830.90
MATHEMATICS Salaries	62,439.97	62.608.19	47,039.97		15,400.00
MECHANICAL ENGINEERING Salaries. Laboratory Machinist Laboratory Helper. Laboratory Laborer Departmental Appropriation	40,700.00 2,000.00 1,700.00 1,400.00 3,013.70	48,813.70	40,700.06 2,000.00 1,700.00 1,400.00 3,013.70		

MINING AND METALLURGY						
MINING Salaries. Departmental Appropriation Ore Dressing Laboratory.	21,995.00 1,432.10 816.96		21,995.00		816.96	
METALLURGY Salaries. Departmental Appropriation Summer Field Work. Special Equipment.	21,500.00 906.69 101.00 292.57	47,044.32	21,500.00 906.69 101.00		292.57	KEIOKI
MUSIC Salaries. Departmental Appropriation University Orchestra	14,700.00 1,292.12 70.00	16.062.12	284,29	14,415.71	70.00	OF IN
PHILOSOPHY AND PSYCHOLOGY						E 1
PHILOSOPHY Salaries. Departmental Appropriation.	50,256.70		31,932.83 232.50	4,527.28	13,796.59	KEA
Psychology Salaries. Laboratory Helper. Departmental Appropriation.	25,800.00 500.00 1,415.73	78,204.93	14,800.00 500.00 1,415.73	2,000.00	9,000.00	SUKEK
PHYSICAL EDUCATION Salaries. Equipment Care of Swimming Pool.	52,400.00 1,786.52 1,500.00	55.686.52	32,300.00 1,786.52 1,500.00	1,500.00 18,600.00	18,600.00	1 0)

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		REPORT	OF TH	E TRE	ASUR	ER 41
	450.00	225.00		1,704.48		
	646.25		16,150.00	214,645.87		
	7,500.00 28.52 190.00	5,400.00	10,850.00	214,645.87	3,004.38	594,282.55 28,991.00 35,667.50 112,250.00
_	8 77 4 77	5,646.20	27,697.78		220,353.12	271,191,05
_	8,596.25 28.52 100.00	5,625.00	27,000.00 300.00 397.78	214,645.87	3,004.38	594,282.55 28,991.00 35,667.50 112,250.00
	SEMITIC LANGUAGES Salaries	SLAVONIC LANGUAGES Salaries Departmental Appropriation	SOCIAL SCIENCE Salaries Departmental Appropriation. Bulletin of Social Legislation.	SUMMER SESSION Administration and Instruction Entertainment.	camp columbia Administration and Instruction Equipment	UNIVERSITY EXTENSION Administration and Instruction. Institute of Arts and Sciences. American Institute of Banking. Home Study.

	Expenditures	Depart- mental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
SOOLOGY Salaries. Departmental Appropriation Mariner Table, Wood's Hole. New Equipment	\$67,000.00 3,152.01 500.00 1,024.70	\$71.676.71	\$43,870.00 3,152.01 500.00 499.70	\$4,330.00	\$18,800.00
Medical School ADMINISTRATION	77 000 00		20 460 46		
Alcohol Office Supplies and Sundries	3,607.19	34,065.65	28,438,48 1,500.00 3,607.19	00.000	
ANATOMY Salaries Departmental Appropriation	31,715.00	36,213.94		31,715.00	
BACTERIOLOGY Salaries Depart mental Appropriation	28,220.00	33.080.12	300.00	27,920.00	
BIOLOGICAL CHEMISTRY Salaries Departmental Appropriation	14,560.00			13,840.00	720.00

	REP	ORT	OF THE	TRE	ASURE	R 413
			900.00		00.000,	3,873.67
			2,000.00		3,000.00	35,872.00
1,600.00	2,400.00	100.00	13,554.16	11,350.00 3,085.90	12,400.00 953.75 6,300.00	
			8,309.67	14,435.90	22,653.75	43,940.04
1,600.00	2,400.00	100.00	16,454.16 1,311.44 1,025.00	11,350.00	15,400.00 953.75 6,300.00	35,872.00 4,161.12 33.25 3,873.67
CLINICAL INSTRUCTION DERMATOLOGY AND SYPHILOLOGY Salaries. Departmental Appropriation LARYNGOLOGY AND OTOLOGY	Salaries OPHTHALMOLOGY Salaries	LIFE INSURANCE EXAMINATION Salaries MEDICAL ETHICS Salaries	DISEASES OF CHILDREN Salaries Departmental Appropriation Dispensary Development	NEUROLOGY Salaries Departmental Appropriation	OBSTETRICS AND GYNECOLOGY Salaries Departmental Appropriation Pathologist and Pathological Equipment.	PATHOLOGY Salaties Salaties Departmental Appropriation Rickets Investigation. Research

	Expenditures	Depart- mental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
PHARMACOLOGY Salaries. Mechanic and Special Equipment Departmental Appropriation	\$11,560.00 1,496.97 2,892.93	815.040.00	\$11,560.00 1,496.97 2,892.93		
PHYSIOLOGY Salaries. Departmental Appropriation Equipment	35,658.00 2,984.56 2,226.79	40.869.35	18,209.57	\$17,448.43 2,984.56 2,226.79	
PRACTICE OF MEDICINE Salaries. Laboratory Appropriation (Clinical Pathology) Departmental Appropriation (Bellevue Hospital) Departmental Appropriation	87,260.00 1,075.90 737.81 2,725.16	91.798.87		87,260.00 1,075.90 737.81 2,725.16	
PSYCHIATRY Salaries. Clinic. Departmental Appropriation	9,301.26 9,974.11 1,022.58	20.297.95		5,300.00	\$4,001.26 9,974.11
SURGERY Salaries. Departmental Appropriation Supplies (Research Laboratory).	87,524.17 2,957.32 5,668.80 1,726.90	97.877.19		85,274.17 2,957.32 5,668.80 126.90	2,250.00

HOSPITAL INSTRUCTION (ST. LUKE'S HOSPITAL)	587.50	587.50	587.50		
PRESBYTERIAN HOSPITAL—CLINICAL INSTRUCTION	9,012.52	9,012.52	9,012.52	:	:
PRESBYTERIAN HOSPITAL LABORATORIES	72,724.23	72,724.23	33,000.00	39,724.23	:
SLOANE HOSPITAL	43,801.57	43,801.57		43,801.57	:
VANDERBILT CLINIC	6,150.00	6,150.00		6,150.00	
TEACHERS COLLEGE Salaries	513,610.00	513,610.00	:		513,610.00
RETIRING ALLOWANCES.	80,611.69	80,611.69	11,656.67	4,000.00	64,955.02
WIDOWS' ALLOWANCES	26,278.26	26,278.26	4,400.00		21,878.26
ANNUITIES.	20,025.14	20,025.14	19,912.64	:	112.50
FELLOWSHIPS, SCHOLARSHIPS AND PRIZES					
Adams Adams Adams Baler (Victor) (Music) Barnard Cutting (W. Bayard) Drisler (Classical Philology) Du Pont (E. I.) (de Nemours Co.) (Industrial Chemistry) Emmons Ferguson (D. W. & E. A.) (Chemistry) Garth (Political Economy) Gilder (R. W.) (Political Science). Goldschmidt (Samuel Anthony) (Chemistry)	1,250.00 997.53 1,500.00 8,000.00 650.00 750.00 1,200.00 500.00 825.00 2,400.00		650.00	1,250.00 997.53 1,500.00 8,000.00 1,200.00 500.00 825.00 2,400.00	730.00

	Expenditures	Depart- mental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
Kemp. Mitchell (William) (Letters or Science). Morris. Proudfit (Alexander Moncrief) (Letters) Research in Biological Chemistry Research in Bazallian History. Roberts (Lydia C.). Schermerhorn. Schermerhorn. Schiff.(Political Science). Schiff. Schiff.(Bolitical Science). Schiff. Smith (Edna L.) (Botany) University.	\$1,000.00 \$00.00 \$00.00 750.00 1,487.21 3,000.00 11,644.76 1,875.00 750.00 1,000.00 1,000.00 9,000.00	\$51,404.50	\$9,000.00	\$ 1,000.00 500.00 500.00 750.00 11,644.76 1,875.00 750.00	\$1,487.21 3,000.00
SCHOLARSHIPS Addrich (James Herman) (College). Alumni Association (College). Alumni Competitive (College). Barker (Clarence) (Music). Beck (College). Beck Prize (Law). Benefactors' Fund for Student Aid Brooklyn (College). Brooklyn (Barnard College). Burgess (Annie P.) (College).	\$250.00 1,000.00 1,000.00 1,391.41 250.00 24,108.75 3,000.00 1,800.00 250.00 250.00		\$1,000.00 1,000.00 150.00 23,712.42 1,612.00 1,800.00	\$250.00 1,391.41 10.00 400.00 486.33 1,388.00 250.00 250.00	

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REPORT OF THE TREASURER

200.00
230.00
00.009
200,00
30,372.75 30,372.75
960.09 960.00
350.00
Emergency Fund for Student Aid (College and Architecture) 2,650.00 300.36 2,349.64
5,948.65 5,948.65
Hall (George Henry) (College)
Harper (College) 500.00 500.00
500.00
200.00
1,300.00
-
1,675.00 1,675.00
10,000.00 10,000.00
10,635.00 10,635.00
600.00
500.00
00.009
300.00 300.00
1,250.00 1,000.00 250.00
2,000.00 2,000.00
200.00
urner (Charles Wesley) (College) 255.00 255.00
6,240.00 6,240.00

418	COLUM	BIA UNIVERSITY
From Gifts and Receipts for Designated Purposes	\$250.00 332.25	200.00
From of Special Income Endowments	\$680.00	135.00 60.00 325.00 407.09 55.00 55.00 53.50 95.00 100.50 17,977.50 2,70.00 2,70.00 2,70.00 2,70.00 2,70.00 2,70.00 2,70.00
From General Income		
Depart- mental Totals	\$150,225.97	
Expenditures	\$680.00 300.00 250.00 350.00 332.25	335.00 60.00 325.00 407.09 655.00 55.00 55.00 55.00 25.00 60.00 100.50 17,977.50 2,700.00 2,7
	Wheeler (John Visscher) (College) Wheeler (H. A.) (Applied Science) Stroock School of Mines, Engineering and Chemistry. Mutual Welfare League	PRIZES AND MEDALS Barnard Medal Brainard (Edward Suliff) (College) Butter (Nicholas Murray) Medals Chandler (Sicholas Murray) Medals Chandler Historical Prizes Columbia Hudson-Fulton Prizes (Athletic) Convers. Darling (Edward A.) Prize (Mechanical Engineering) Elsberg (Albert Marion) Prize (Modern History). Greek Prize Montgomery (Robert H.) Prize (College) Philolexian Prize Pulitzer Prizes (For Administration) Roller (Charles M. Jr.) Prize (College) Toppan Prize Van Amringe Mathematical Prize (College)

REPOR	тс) F	тн	E	тR	E	A S	U :	R E	R	41
60.00								:			\$1,018,592.12
275.00 250.00 45.00 123.00 257.25 327.50		2.46 973.00	325.00 500.00		1,566.50	250.00	250.00 $1,000.00$	250.00	762.50	1,500.00	\$865,029.50
		\$9,697.54		1,200.00				:			\$5,331,025.72 \$3,447,404.10 \$865,029.50
25,308.84										20,118.00	\$5,331,025.72
275.00 60.00 250.00 45.00 123.00 257.25 327.50 30.00		9,700.00	325.00	1,200.00	1,566.50	250.00	1,000.00	250.00	762.50	1,500.00	
Van Buren (John Dash, Jr.) Prize (Mathematics: College). Protestant-Episcopal Society Prize. Einstein (Mr. and Mrs. D. L.) (American Diplomacy). Stokee (Caroline Phelps). Romaine (Benjamin F.) (Greek: College). Squires Prize. Van Am Medal. Wendell (George V.) Mcdal.	FELLOWSHIPS, SCHOLARSHIPS, AND PRIZES AT THE MEDICAL SCHOOL	Benefactors' Fund for Student Aid	Devendorf (David M.) Scholarship Doughty (Francis E.) Scholarship	Emergency Fund for Student Aid	Harsen Scholarships	Huber (Francis) Scholarship	Huber (Viola) Scholarship	McAncuy (Marjorie) Scholarship.	Watson (Dr. William Perry) Prize	Proudfit Scholarship	

EXPENSES—BUILDINGS AND GROUNDS

	Expenditures	Depart- mental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
MORNINGSIDE HEIGHTS					
Salaries.	\$16,700.00	:	\$13,900.00		\$2,800.00
Wages	121,363.30	:	121,363.30		
Fuel.	86,400.00		86,400.00		
Gas	2,999.98	:	2,999.98		
Maintenance of Buildings	46,200.00		46,200.00		
Water	10,671.52		10,671.52		
Telephone Service	22,231.82		22,231.82		
Maintenance of Residence Halls	143,201,75	:	143,201.75		
Maintenance of Journalism	15,900.00	:		\$15,900.00	
Public Ceremonies	3,381.08		3,381.08		
University Extension: Evening Attendants.	2,800.00		2,800.00		
Urgent Repairs	15,000.00	:	15,000.00		
Care of Class of 1881 Flagpole	100.00	:		100.00	
Care of Jefferson Statue	90.00			90.00	
SPECIAL APPROPRIATIONS					
Maintenance of Faculty House	7,500.00		7,500.00		300.00
Baker Field:	0 447 50		0 447 50		
WAGIII COLLEGE			2000		

9.29	16.182.25 16.182.25 1,415.89 1,415.89 123.00 1,23.00 3,056.37 3,056.37 5,637.55 5,637.55 4,935.55 4,935.55 350.00 350.00 8572,857.16 350.00	43.764.00 43.764.00 27,392.67 27,392.67 1,800.00 1,800.00 5,124.00 5,224.00 5,186.00 5,186.00 488.00 488.00 2,500.00 86,354.67	\$659,211.83 \$639,898.83 \$16,090.00 \$3,223.00
Oil Burning Equipment	College of Dental and Oral Surgery: Wages Wages Fuel Repairs and Alterations Gas and Electricity Maintenance Supplies Water	Wages Wages Fuel Gas. Maintenance Supplies VWater Urgent Repairs.	

EXPENSES-LIBRARY

	Expenditures	Depart- mental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
LIBRARY Salaries	\$114,139.62	\$114,139.62 \$110,239.62	\$110,239.62	\$1,200.00	\$2,700.00
APPLIED SCIENCE READING ROOMS Salaries	6,490.00	6,490.00	6,490.00		
ARCHITECTURAL LIBRARY Salaries.	1,460.00	1,460.00	1,460.00		
AVERY LIBRARY Salaries. Purchase of Books Binding.	4,987.74 2,152.82 500.00	7 640 56	4,987.74	2,152.82	2.82
BUSINESS (SCHOOL OF) READING ROOM Salaries	6,020.95	6,020.95	6,020.95	:	
CARPENTER LIBRARY Salaries	1,480.50	1,480.50	1,480.50	:	
COLLEGE STUDY Salaries	8,692.29	8,692.29	8,692.29		
JOURNALISM LIBRARY Salaries Books and Binding. Newspapers Incidentals.	4,440.00 2,004.00 626.52 99.03		126.52	4,440.00 2,004.00 500.00 99.03	
KENT HALL READING ROOM Salaries	2,000.00	7,169.55	2,000.00	2,000.00	

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REPORT OF THE TREASURER

LAW SCHOOL LIBRARY Salaries. Books and Binding.	5,100.00	31,812.22	5,100.00	19,687.24	10.97
MEDICAL SCHOOL LIBRARY Salaries	809.80	869.80	869.80		:
rary	1,748.63		1,748.63	1,315.69	
Jacobi Library Weinstein Library	182.78			182.78	
PHILOSOPHY READING ROOMS Salaries	4,070.00	5,453.12	4,070.00		:
PHYSICS LIBRARY Salaries	1,200.00	1,200.00	1,200.00		:
SCHERMERHORN HALL READING ROOM Salaries	4,999.29	4,999.29	4,999.29	:	:
BOOKS AND SERIALS	26,884.37	26,884.37	21,734.37	5,000.00	150.00
PURCHASES FROM SPECIAL FUNDS Art Professorship	3,669.77			3,669.77	
	3,371.99			3,371.99	:
Cotheal (Alexander)	1,056.39			1,056.39	:
Hamilton	40.00			2,205.58	:
Manners	55.45			55.45	
Reisinger	61.83			61.83	
	734.35	44 405 26	:	734.35	:
		11,170.00	_		

	Expenditures	Depart- mental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
PURCHASE FROM GIFTS					
Alumni Federation Committee of Fifty	\$1,811.05				\$1,811.05 144.21
Crane	2.59	:			2.59
Griscom (Acton)	580.00				580.00
Joan of Arc	5.00				5.00
Loeb (James)	147.16				147.16
Low (William G.)	137.52	62 047 52			137.52
EMERGENCIES	1,118.32	1,118.32	\$1,118.32	\$1,118.32	:
BINDING	11,411.36		11,411.36	11,411,36	
PRINTED CATALOGUE CARDS	982.85		982.85	982.85	
SUPPLIES.	5,523.77	19,036.30	5,523.77		
		\$263,561.46	\$263,561.46 \$209,820.02	\$47,932.94	\$5,808.50

EXPENSES—BUSINESS ADMINISTRATION

	Expenditures	Depart- mental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes	
Salarias	\$50.322.34		\$48.297.34	\$4.000.00	\$7.025.00	
Interest on Temporary Loans.	3,351.04		3,351.04			
Extraordinary Legal Expenses	880.88	:	880.88			
Treasurer's Office Sundries	1,500.00	:	1,500.00		:	
Auditing Accounts	5,000.00	:	5,000.00			
Special Corporation Expenses	4,259.05		3,059.05	1,200.00		
Office Rent	4,933.23		4,933.23			
116th Street Tunnels-Franchises	585.00		585.00		:	
Amsterdam Avenue Franchise	200.00		200.00			
Insurance	40,293.20		40,293.20			
Federal Income Tax on Columbia College Bonds	1,508.80		1,508.80			
Cirsco Service	182.59		182.59	: : : : : : : : : : : : : : : : : : : :	:	
		\$122,016.13				
Chaplain's House (413 West 117th Street) Taxes	610.75		610.75			
Dean's House (415 West 117th Street) Taxes	610.75	:	610.75	:	:::::::::::::::::::::::::::::::::::::::	
		1,221.50				
Office of the Bursar		:				
Clerical Assistance	30,896.56		30,896.56			
Equipment	2,968.81		2,968.81		:	
Dental School Supplies	200.00		200.00			
Dental School Assistance	7,700.00		7,700.00			
		42,065.37				
Office of the Purchasing Agent		8,720.00	8,720.00			
				1		
		\$174,023.00 \$161,798.00	\$161,798.00	\$5,200.00	\$7,025.00	

EXPENSES—ANNUITIES

	Expenditures	Depart- mental Totals	From General Income	From of Special Income Endowments	From Gifts and Receipts for Designated Purposes
	\$4.000,00			\$4,000.00	\$1,000.00
John W. Burgess Fund.	2.700.00			2,700.00	
Edward K, Carpentier Fillia				7,500.00	:
II, W. Carpentel Fundamental Front				00'009	000'00
W. Bayard Cutting, Jr., Penowship Pund.	2,040.00	2,040.00		2,040.00	
Numer Pared	215.98			215.98	
Mayer Fund	00'009			00'009	
Waring Fund.	5,000.00			5,000.00	5,000.00
	\$22,655.98			\$22,655.98	

INTEREST ACCOUNT

INTEREST ACCOUNT		
INTEREST PAID:		
On Columbia College Bonds	\$90.000.00	
On Ledoux Account	468.26	
On College of Dental and Oral Surgery	6,434.36	
On Upper and Lower Estates Mortgages	9,402.78	
		\$106,305.40
DEDUCT INTEREST RECEIVED AS FOLLOWS: 503-11 Broadway	12,012.37	12,662.37
		\$93,643.03

EXPENSES—SUMMARY

	Total	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes	From Allied Corporations
Educational Administration and Instruction Buildings and Grounds Library Business Administration Annulties:	\$5,331,025.72 \$3,447,404.10 659,211.83 639,898.83 263,561.46 209,820.02 174,023.00 161,798.00 22,655.98 106,305.40	\$3,447,404.10 639,898.83 209,820.02 161,798.00 106,305.40		\$865,029.50 \$1,018,592.12 16,090.00 3,223.00 47,932.94 5,808.50 5,200.00 7,025.00 22,655.98	
Transferred from Gifts and Receipts for Designated Purposes		\$6,556,783.39 \$4,565,226.35		\$956,908.42 \$1,034,648.62 904,921.58	\$904,921.58
Transferred from Income of Special Endowments and Gifts: Alumni Federation of Columbia University. Carpentier (H. W.). Class of 1895. Fire Insurance. Kennedy (John Stewart). Van Cortlandt (Robert B.). Alumni Federation of Columbia University Gift		249,361.05	1,713.13 75,136.59 566.81 2,000 115,290.46 36,154.00	\$129,727,04	
Columbia University Athletic Association		\$4,315,865.30	\$6,556,783.39 \$4,315,865.30 \$1,187,769.47 \$148,227.04	\$148,227.04	\$904,921.58

STUDENTS LOAN FUNDS

	Principal		Principal		
	at	Additions	at	Loans	Balance
	June 30, 1924		June 30, 1925		
Bishop (Cortlandt F.)	\$500.00	\$10.57	\$510.57	\$304.00	\$206.57
Blumenthal (George Jr.)	13,326.64	1,902.48	15,229.12	7,713.25	7,515.87
Class of 1879 School of Mines	3,970.19	29.55	3,999.74	1,908.60	2,091.14
Class of 1886	586.92	2.00	588.92	515.83	73.09
Class of 1887 School of Mines	8,577.72	100.82	8,678.54	8,782.83	Dr. 104.29
Class of 1904	1,091.65	3.28	1,094.93	813.00	281.93
Class of 1908	982.30	5.80	988.10	807.71	180.39
Class of 1910	862.97		862.97	841.00	21.97
Class of 1914 War Memorial		1,000.00	1,000.00		1,000.00
Clyde (Mrs. Ethel and Miss Edith)	700.00	.35	700.35	620.00	80.35
Collins (Perry McDonough)	4,463.32	53.69	4,517.01	4,374.00	143.01
Graham (Benjamin)		150.00	150.00	150.00	
Kearney (Phil)	2,006.65	15.40	2,022.05	1,504.24	517.81
Knapp.	2,000.00	.75	2,000.75	1,771.80	228.95
Law School	81.36		81.36	67.50	13.86
Payne (C. Q.)	2,812.55	86.50	2,899.05	2,780.30	118.75
Shoemaker (William Brock)	4,081.07	355.66	4,436.73	3,839.51	597.22
Stabler (Edward L.)		1,200.25	1,200.25	897.50	302.75
Students	14,243.84	1,692.63	15,936.47	15,491.24	445.23
University Extension	3,123.03	25.78	3,148.81	3,080.15	99.89
	\$63,410.21	\$6,635.51	\$70,045.72	\$56,262.46	\$13,783.26
LOANS TO STUDENTS					
Special Funds as above				\$56,262.46	
General Funds (Special 1914-15 Loan Account)				1,337.50	
(Special 1923-24 Loan Account)				2,044.54	
				\$59,644.50	
Less Reserves				1,188.92	
Net				\$58,455.58	

BALANCE SHEET AT JUNE 30, 1925

	00112 00, 272	Special	
	General	Endowments	
	Funds	and Funds	Total
ASSETS	- 4.140	4	
Cash at Banks and on Hand	\$235,873.08	\$180,849.71	\$416,722.79
Notes Receivable		2,859.42	75,709.42
Accounts Receivable: Sundry Debtors	28	820,231.67	981,373.58
Arrears of Rent (see page 43)		020,231.01	901,373.30
Loans to Students, less Reserve (see page 37)		55,148.41	58,455.58 163,859.25
Rents Accrued—not due			112,723.50
Rents Accrued—not due	112,720,00		112,720.00
Deferred Charges:			
Unexpired Insurance		2 005 25	45 000 O
Miscellaneous	98 62,913.55	2,095.35	65,008.90
Patents		-	2.00
Advances and Charges against Future Appropriations a			24 470 91
Bequests			36,478.81
Gifts: (see pages 51-59)	na		
Special Endowments	24		
Gifts		120,827.07	120,827.0
	_		
Securities Owned—Book Value (see page 87)		23,394,014.12	23,425,929.6
Investment of Contract Deposit—Book Value (See Contact 21,300.60).			20,800.0
	•		
Real Estate:			
University Land, Buildings and Equipment at Cost (see page 94)	15		
Joint Administration Board Advances (New	13		
Medical School Site)	.63		
Rental Properties:			
Upper and Lower Estates at 1922 Assessed Valuation \$19,544,500.00			
Other Property at Book			
Values	.53 45,884,420.86	5,246,849.45	51,131,270.3
	_		
Redemption Fund:			
Securities			
Cash at Bank (see page 88)	.79 850,000.00		850,000.0
	47,636,285.66	29,822,875.20	77,459,160.8
Loans—Due from General Funds per Contra		541,307.99	
During Duc I. our control of annual per control			
	\$47,636,285.66	\$30,364,183.19	\$78,000,468.8

Included in the assets are real estate investments, etc., amounting to \$5,984,676.54 representing propert received from the Estate of Amos F. Eno, together with the accumulated income thereon which is subject to a contingent liability to refund to the Executors the amount of any claims that may arise for which provision has not been made.

BALANCE SHEET AT JUNE 30, 1925

	General Funds	Special Endowments and Funds	Total
LIABILITIES, FUNDS, RESERVES AND CAPITA		und I undo	Total
counts Payable		\$60,937.50	\$77, 729.14
eposits:			
Contract Deposits (See Contra \$20,800.00) \$21,30	0.60		
Students Deposits			40,053.30
syments Received in Advance:			
From Students—for Fees	6.25		
Prepaid Rents—Rental Properties 22,37	6.45 42,366.55	7,226.15	49,592.70
crued Interest:			
Mortgages Payable	1.25		
Columbia College Bonds Payable	0.00 27,281.25		27,281.25
eserves:			
Contingent Items	9.33		
Requisitions Outstanding: Estimated (Vendors) 162,22	1.09 196,100.42		196,100.42
nexpended Income (see page 51)aexpended Gifts and Receipts for Designated Purposes		688,126.56	688,126.56
page 59)	• • • •	206,035.26	206,035.26
lortgages-New York City Property:			
Loubat Property 448,00	0.00		
Claremont Avenue Properties 769,00	0.00		
626 Fifth Avenue			
632 Fifth Avenue			
460/64 Riverside Drive			
College of Dental and Oral Surgery 112,50 Upper and Lower Estates 1,450,00			4,042,500.00
olumbia College 4% Mortgage Bonds			2,250,000.00
adowments and Funds:			
Special Endowments (see page 129)		29,331,812.00	20 221 912 00
Student Loan Endowments (see page 37)		70,045.72	29,331,812.00 70,045.72
Permanent—For Purchase of Land, etc. (see page 131)		70,043.72	12,258,572.41
Capital Account (see page 40)			27,371,312.10
Principal of Redemption Fund			850,000.00
	47,094,977.67	30,364,183.19	77,459,160.86
pans—Due to Special Endowments and Funds per Cont	ra 541,307.99		541,307.99
	\$47,636,285.66	\$30,364,183,19	\$78,000 468.85

CAPITAL ACCOUNT AS AT JUNE 30, 1925

Balance at July 1, 1924		\$27,301,358.85
ADJUSTMENTS:		
Add:		
Adjustment of expenses and fees applicable to pre-		
vious years	\$7,789.79	
Transfer from reserve for depreciation re mortgage		
paid on 29/35 Claremont Avenue	52,000 00	
Transfer of Gifts	5,683.58	
Adjustment of Baker Field Expenses	4,400.00	
Adjustment of New Medical School Site Expenses	82.50	
University Patents Stock Donated	1.00	
Transfer of Income Special Funds (Columbia University Permanent Alumni Fund)	1 007 50	
Sale of two Armstrong and Sims Engines	1,087.50 175.00	
Alumni Fund for Deficit 1917-18	198,918.36	
Adjustment of antirachitic products patent expenses.	1,235.00	
Total Additions	\$271,372.73	-
DEDUCT:		
Income Tax expense (net)	10.84	
Inventory of income tax books written off	570.77	
Writing off South Hall and West Hall, no longer in		
existence	15,943.09	
Annuity payments applicable to previous years Insurance premiums applicable to previous years (net)	3,327.50 1,289.94	
Services rendered prior to July 1, 1924	530.66	
Transferred to Gift (Barnard and Lawrence Memorial		
Windows) Transferred to Principal of Special Endowments	1,500.00	
(Civil Engineering Testing Laboratories) Transferred to Income of Special Endowments (E. J.	12,983.34	
Janeway Library Fund)	182.00	
Appraisal of Upper and Lower Estate Transferred to Gift (Research on Indians of British	1,500.00	
Columbia)	200.00	
Expenses: Loan of 1925	40,472.13	
Total Deductions	\$ 78,510.27	
Net Additions		192,862.46
Adjusted Balance		\$27,494,221.31
DEDUCT:		
Excess of Expenses over Income for fiscal year ended June	30, 1925	122,909.21
Balance at June 30, 1925		\$27,371,312.10

LONDON OFFICE: ELDON STREET HOUSE ELDON STREET, E. C. 2. CASLE ADDRESS"PROOF"LONDON

RICHARD & LINGLEY, C.P. A JOHN J. BAIRD, C.A. FRANK S. DIXON, F. C.A. CMARLES A. BENNETT, A. S.A.A. TAX DEPARTMENT JOHN F. MG CASE, LL M.

CABLE ADDRESS "AUDITORS-NEW YORK"

LINGLEY, BAIRD & DIXON

ACCOUNTANTS AND AUDITORS
TAX CONSULTANTS-FACTORY COSTS AND ORGANIZATION

MEMBERS OF THE ANERICAN INSTITUTE OF ACCOUNTANTS

No. 120, BROADWAY, NEW YORK September 30, 1925.

CERTIFICATE

We have examined the books and rocords of the Treasurer of Columbia University in the City of New York for the fiscal year ended June 30, 1925 and we are satisfied as to the general correctness of the accounts. Our detailed report thereon has been submitted to the Treasurer.

The cash at banks and on hand has been verified and the securities representing the invested endowments and funds have either been produced to us or verified by certificates received from the depositaries. We have tested and substantially verified the income receivable from invested endowments and funds and all other income shown by the books of the University and are satisfied that the payments therefrom have been sufficiently wouched.

The securities owned are carried either at their purchase price or at the market value at the date of their acquisition by gift.

The Academic Properties, covering Land, Buildings and Equipment, are carried in the accounts at cost. The properties known as the Upper and Lower Estates are carried at 1922 New York City assessed valuations. The other properties of the University, mainly rental properties, are carried at cost, cost plus carrying charges, 1923 New York City assessed valuations, and in a few instances at nominal values. These valuations, for the purposes of the accompanying Balance Sheet, appear to us to be proper. Reserves for depreciation have been deducted from the active rental properties.

On the basis stated above, WE HEREBY CERTIFY that the Balance Sheet submitted herewith is in accordance with the books and in our opinion fairly reflects the financial status of the University at Jr. 30, 1925.

Accountants and Auditors

Payments by Allied Corporations

(1)	Salaries Account Barnard College. Credited to the follo General University Administration Anthropology	wing Departs \$23,300.00 2,000.00	ments:
	Botany	16,000.00	
	Chemistry	15,400.00	
	Economics.	16,000.00	
	English and Comparative Literature	47,299.98	
	Fine Arts	3,600.00	
	Geology		
		7,700.00	
	Germanic Languages	10,000.00	
	Greek and Latin	20,600.00	
	History	16,000.00	
	Mathematics	15,400.00	
	Philosophy and Psychology	19,100.00	
	Physical Education	18,600.00	100
	Physics	9,000.00	
	Public Law	4,500.00	
	Religion	3,000.00	
	Romance Languages	22,933.32	
	Zoology	18,800.00	
	Library	2,700.00	
	Business Administration	. 7,025.00	\$298,958.30
(2)	Salaries Account Teachers College. Credited to the following Food Chemistry Philosophy and Psychology. Psychiatry Biological Chemistry. Education and Practical Arts. Institute of Public Health.	\$ 1,200.00 1,500.00 1,200.00 720.00 513,610.00 900.00	tments: 519,130.00
(3)	Carnegie Foundation. Credited to the following:		
	Retiring Allowances	\$64,955.02	
	Widows' Allowances	21,878.26	86,833.28
(4)	Presbyterian Hospital. Credited to the following:		
(-)			
	Clinical Services Laboratories	\$ 9,000.00 33,000.00	42,000.00
			\$946,921.58

ARREARS OF RENT, JUNE 30, 1925

UPPER ESTATE

62 West 51st Street		\$2,231.25
RENTAL PROPERTY		
21 Claremont Avenue	\$ 214.59 204.17 1,075.00	1,493.76
		\$3,725.01
ENO ESTATE		
430 West Broadway. 432 West Broadway. 434 West Broadway. 44 West 64th Street. 46 West 64th Street. 151 West 68th Street.	\$ 50,00 17.00 40.00 11.67 63.00 50.00	231.67
		\$3,956.68*

^{*}Since June 30, 1925 this amount has been reduced to \$2,581.25.

RECEIPTS AND DISBURSEMENTS OF INCOME OF SPECIAL ENDOWMENTS FOR THE YEAR ENDING JUNE 30, 1925

	Debit Balances June 30, 1924	Credit Balances June 30, 1924	Received 1924-1925	Total Credits	Expended 1924-1925	Debit Balances June 30, 1925	Credit Balances June 30, 1925
Adams		\$2,187.38	\$2,100.00	\$4,287.38	\$1,250.00		\$3,037.38
Aldrich Scholarship.			250.00	250.00	250.00		
Alumni Federation of Columbia University		1,087.50	1,713.13	2,800.63 (1)	7		
Anonymous for Church and Choral Music		762.85	5,042.97	5,805.82		\$135.00	
Anonymous for Department of Metallurgy			2,277.78	2,277.78	:		2,277.78
Art Professorship		7,805.51	5,000.00	12,805.51	13,663.97	858.46	
Avery Architectural	\$9.67	:	2,300.00	2,290.33	2,152.82	:	137.51
Baier		901.67	997.53	1,899.20 (2)	(2) 1,046.86		852.34
Barker (Clarence) Musical Scholarship		3,495.28	2,048.31	5,543.59	٠,		2,878.40
Barnard Fellowship		2,648.81	500.00	3,148.81	_		1,648.81
Barnard Library		495.58	3,792.50	4,288.08 (4)	"		741.09
Barnard (Margaret)		:	812.50	812.50 (5)	(6) 812.50		
Beck Prize		377.36	400.00	777.36	460.01		317.35
Beck Scholarship			100.00	100.00			
Beekman (Gerard)			500.00	200.00	200.00		
Beer Lecture		2,577.46	200.00	3,077.46	592.50	:	2,484.96
Bennett Prize	-	208.63	20.00	258.63			258.63
Bergh		32.17	5,000.00	5,032.17	4,429.83		602.34
Blumenthal	675.09		7,130.38	6,455.29	4,500.00	:	1,955.29
Bondy		5,288.22	5,000.00	10,288.22	4,827.92		5,460.30
Boring Fellowship		674.36	310.00	984.36			984.36
Brainard (Edward Sutliff) Memorial		6.20	00.09	66.20	00.09		6.20
Bridgham Fellowship		2,176.16	1,100.00	3,276.16		:	3,276.16
Bunner Prize		338.53	62.35	400.88			400.88
Burgess (Annie P.)		.79	791.66	792.45 (8)	(g)	792.45	
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REPORT OF THE TREASURER

I	REF	OR	го	F T			RI			RE	R	437
276.30	1,650.00	12,932.74	2,372.76 25,716.06	318.86	68.29	230.56 32.50	7.01	152.73	95.83 15.04		299.79	109.13
488.49		574.44										
250.00 250.00 250.00 325.00 278.78	12,		11,	4	87.13 (7) 137.81	550.00	:	530.00		7	70.00	Ð
250.00 250.00 3,513.38 (1 ⁶) 601.30 200.00	300.00 14,150.00 82,636.59		9,872.76	725.95	135.42		7.01		95.83 345.04	712.70	70.00 299.79 41,163.91	50.00 341.82 (*) 165.00
250.00 250.00 4,290.36 150.00 275.00	12,500.00 82,636.59	11,845.25	7,500.00		-	230.56 500.00	4.95 100.00	530.00	330.00	712.70 600.00	70.00 61.25 34.921.34	50.00 341.82 55.00
451.30	1,650.00	5,456.08	2,372.76 14,170.82	350.95	102.92	82.50	2.06 56.89	132.73	70.83		238.54	110.00
776.98												
Burgess (Annie P.) Scholarship. Burgess (Daniel M.) Scholarship. Burgess (John W.). Butler (Nicholas Murray) Medal. Butler Scholarship.	Campbell Scholarship Carpenier (E. R.)	Carpentier (J. S.)	Chamberlain (Joseph). Chamberlain (Lydia C.).	Chandler (C. F.)	Chapel Music	Civil Engineering Testing Laboratories Fund Class of 1848 Scholarship	Class of 1869	Class of 1885 Mines	Class of 1889 Medal	Class of 1895 Arts and Mines	Class of 1901 Decennial Class of 1905. Collins (Perry McDonough).	Columbia Hudson-Fulton Prize

	Debit	Credit				Debit	Credit
	Balances	Balances	Received	Total	Expended	Balances	Balances
	June 30,	June 30,	1924-1925	Credits	1924-1925	June 30,	June 30,
	1924	1924				1925	1925
Cotheal	:	\$466.27	\$851.25	\$1,317.52	\$1,056.39		\$261.13
Crocker Research	:	65,489.45	66,769.63	132,259.08	73,620.55		58,638.53
Crosby Collection of Lantern Slides		3.88	85.00	88.88	43.50		45.38
Currier		123.01	2,500.00	2,623.01	2,205.58		417.43
Curtls (Carlton C.)		2,605.73	2,778.49	5,384.22			5,384.22
Curtis Fellowship	:	1,695.22	500.00	2,195.22			2,195.22
Curtis Medal		206.72	65.00	271.72			271.72
Cutting	:	7,720.67	18,599.80	26,320.47	8,000.00		18,320.47
Cutting, Jr. Fellowship			00'009	00.009	00.009		
De Costa Professorship	:		4,330.00	4,330.00	4,330.00		
Darling Prize		130.89	53.50	184.39	53.50		130.89
Dean Lung		47,637.61	11,310.00	58,947.61	17,076.17		41,871.44
Deutscher Verein Prize		64.19	50.00	114.19			114.19
De Witt Scholarship	\$.70		765.08	764.29			764.29
Drisler Classical	:	1,376.78	537.50	1,914.28	261.50		1,652.78
Dunning (William A.)	:	527.80	1,761.47	2,289.27 (10)	(10) 2,088.97		200.30
Dyckman		1,053.55	525.00	1,578.55	525.00	:	1,053.55
Earle Prize		151.62	66.25	217.87			217.87
Eaton Professorship			5,000.00	5,000.00	5,000.00		
Einstein		1,027.45	250.00	1,277.45	250.00		1,027.45
Elsberg	:	5.47	95.00	100.47	95.00	:	5.47
Emmons	-::::::::::::::::::::::::::::::::::::::	700.00	829.26	1,529.26	1,200.00		329.26
Eno	:	185,126.65	295,004.97	480,131.62	80,131.62 (11)480,131.62	:	
Ferguson Fellowship		586.09	500.00	1,086.09	500.00	:	586.09
Fine Arts Endowment			2,175.16	2,175.16 (12)			
Fire Insurance			2,000.00	2,000.00	2,000.00		
Frank	:	169.92	29.87	199.79 (13)	(12) 199.79	:	
Garth		1,001.20	825.00	1,826.20	825.00	825.00	1,001.20
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REPORT OF THE TREASURER

	Debit Balances	Credit Balances	Received	Total	Expended	Debit Balances	Credit Balances
	June 30, 1924	June 30,	1924-1925	Credits	1924-1925	June 30, 1925	June 30, 1925
McKim Fellowship		\$4,282.18	\$1,000.00	\$5,282.18	:	:	\$5,282.18
Member of Class of 1885		257.22	52.50	309.72	\$257.25		52.47
Mitchell Fellowship		511.05	200.00	1,011.05	500.00		511.05
Moffat Scholarship			100.00	100.00	100.00		
Montgomery (Robert H.) Prize		13.33	100.50	113.83	100.50		13.33
Morris (Augustus Newbold)		125.00	500.00	625.00	500.00		125.00
Mosenthal Fellowship		1,151.77	375.00	1,526.77	:	:	1,526.77
Mower (Sara E.)			9,954.76	9,954.76 (18)	(18) 9,954.76		
Murray (George W.)		27.78	200.00	527.78	156.72		371.06
Ordronaux			152.50	152.50	152.50		
Pell (Mary B.)			115.00	115.00 (19)	(19) 115.00		
Perkins Fellowship	:	443.56	285.00	728.56	:	:	728.56
Peters, Jr		9,850.76	2,500.00	12,350.76	589.18	:	11,761.58
Philolexian Centennial Washington Prize		206.75	50.00	256.75	70.00		186.75
Philolexian Prize		129.91	70.00	16.661	:	:	199.91
Phoenix		31,882.60	79,327.85	111,210.45	:		111,210.45
Proudfit (A. M.)	:	1,538.96	750.00	2,288.96	750.00		1,538.96
President's House-Furnishing and Equipment			856.86	856.86	522.43	:	334.43
Psychology	:		5,000.00	5,000.00	3,200.00		1,800.00
Pulitzer, for School of Journalism	\$2,468.03		100,968.84	98,500.81	68,947.66		29,553.15
Pulitzer Prize		63,180.50	108,936.02	172,116.52	(20) 106,977.01	:	65,139.51
Pulitzer Scholarship		984.32	13,800.00	14,784.32	13,023.00		1,761.32
Reisinger (Hugo)		5.29	250.00	255.29	61.83	:	193,46
Rolker Prize		30.11	20.00	80.11	20.00	:	30.11
Romaine	:	49.22	123.00	172.22	123.00	:	49.22
Ross		431.36	1,113.88	1,545.24	1,500.00	:	45.24
Sandham (Anna M.)		735.62	200.00	1,235.62	200.00	:	735.62
		_	_	_			

	REP	ORT	OF	THE	TREA	SURER	441
600.00	1,455.91	386.27 136.42	62.70 75.00 44.77	5.00	1,397.77 1,028.55 290.50 83.69	2,290.28	16.29 135.83 106,431.19
	\$200.00				127.50		
300.00 971.67 1,875.00 250.00	3,350.00 750.00 6.550.00		; ຕັ	1,336.82 300.00 210.00	255.00 327.50 255.00	(23) 36 2 2 2 (24)	680.00 300.00 (25) 3,498.50
300.00 1,571.67 4,396.16 250.00	3,150.00 2,205.91 7,499.33	1,386.27 870.77 600.00	434.29 (21) 75.00	1,341.82 300.00 270.00 3,042.04	127.50 1,397.77 1,028.55 618.00 338.69	36,195.07 (23) 2,290.28 2,500.00 2,500.00 13.78 (24)	16.29 680.00 435.83 109,929.69 (25)
300.00 600.00 625.00 250.00	5,000.00 750.00 6,550.00	535.00	500.00	1,000.00 300.00 210.00 500.00	127.50 575.00 392.32 363.00 255.00	36,195.07 250.00 2,500.00 2,500.00 13.78	0 % 3 ,
971.67	1,455.91	886.27 335.77	75.00	341.82	822.77 636.23 315.00 83.69	2,040.28	
	1,850.00		65.71				
Saunders (Leslie M.) Endowment. Saunders (Mary Ellen). Schermerhorn (F. Augustus) Fellowship	Schiff Fellowship School of Dentistry.	Schurz Fellowship. Schurz Library. Seidl	Shoemaker. Slavonic. Social and Political Ethics Professorship.	Stokes Prize. Stuart Scholarship. Toppan Prize. Trowbridge.	Turner Scholarship Tyndall University Publication Van Am Prize Van Amrlinge	Van Cortlandt (Robert B.) Van Praag. Waring (Mrs.) Waring (Miss) Webber (John)	Wendell. Wheeler (John Visscher) Scholarship. Wheeler (H. A.) Scholarship

	Debit Balances June 30,	Credit Balances June 30,	Received 1924-1925	Total Credits	Expended 1924-1925	Debit Balances June 30,	Credit Balances June 30,
Medical School							
Blumenthal (George, Jr.)	\$168.94	:	\$3,478.37	\$3,309.43	\$3,309.43 (26) \$2,712.68		\$596.75
Bull Memorial			1,335.94	1,335.94	1,326.90		9.04
Carpentier (R. S.)		\$1.639.01	5,000.00	2,401.51	5,000.00		1,636.55
Cock Prize		329.62	56.25	385.87			385.87
Cragin			10,941.38	10,941.38	10,941.38 (27) 11,497.17	\$555.79	
De Lamar (Joseph R.)	149,687.48	:	368,804.27	219,116.79	219,116.79 (28)255,606.84	36,190.05	
Devendorf Scholarship		55.00	325.00	380,00	325.00		55.00
Doughty Scholarship			500.00	500.00	500.00		
Du Bois Memorial.		2,325.00	00.006	3,225.00			3,225.00
Goldschmidt (Henry Phillips)			290.00	290.00	290.00		
Grosvenor (Robert) Memorial			125.00	125.00	102.32	102.32	22.68
Harkness Funds		2,710.06	150,055.59	152,765.65	141,616.19		11,149.46
Harsen		2.04	1,566.64	1,568.68	1,566.50		2.18
Hartley Scholarship		40.91	221.25	262.16	221.00		41.16
Holt			536.36	536.36		: : : : : : : : : : : : : : : : : : : :	536.36
Huber (Francis) Scholarship	:	:	250.00	250.00	250.00		
Huber (Viola B.) Scholarship	:	250.00	250.00	200.00	250.00		250.00
Jacobi Library		149.56	201.06	350.62	182.78		167.84
Jacobi Scholarship		:	1,000.00	1,000.00	1,000.00		
Janeway Library	203.79		1,519.50	1,315.71	1,315.69		.02
Lee		471.92	1,000.00	1,471.92	1,261.81		210.11
McAneny (Marjorie)			250.00	250.00	250.00		
Martin (Frederick Townsend)		:	500.00	200.00	200.00	500.00	

		6,459.27		864.79	K .	1,448.25 🖪	647.51		127.58	30.28	: : : : : : : : : : : : : : : : : : : :		•	\$688,126.56	Н	E	T	ĸ
	:	1,500.00	2,102.58		450.00		745.75		222.50	53.70	1,142.72			\$42,679.24 \$68				
101.38	500.00		55,465.28 (29) 57,567.86	864.79	450.00	:			222.50		219.23			\$156,856.95 \$722,120.20 \$1,881,834.86 \$2,447,098.11 \$1,801.650.79		613,881.32	\$1,187,769.47	
		7,959.27	_			1,448.25	1,393.26	5,650.00	350.08	83.98	Dr. 923.49			\$2,447,098.11		Less Transfer		_
	500.00		55		450.00		434.83	5,650.00		40.00	Dr. 167.51 Dr.			\$1,881,834.86		Less Tra		
50.00		7,209.27	: : : : : : : : : : : : : : : : : : : :	689.79		1,353.25	958.43		8.17	43.98	755.98 Dr.			\$722,120.20				
		:		-				:	8.17					\$156,856.95				
Medical School Equipment Fund	Miller	Proudfit (M. M.)	Sloane Hospital for Women	Smith Prize	Steers (James R.)	Stevens Prize	Swift Memorial	Vanderbilt Clinic.	Watson (Dr. William Perry)	Weinstein Memorial	Wheelock							

\$613,881.32

INCOME OF SPECIAL ENDOWMENTS-NOTES

TRANSFERS

4 67 62 8 9 8 8 1 2 1 8 2	Ξ		ø	1,087.50
1, 2, 2, 3, 2, 4, 5, 5, 4, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5,	Η	To Principal Victor Baier Fund		49.33
476 476 3 3 3 54 5 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Ξ	o Principal Clarence Barker Musical Scholarship Fund		1,273.78
476 476 54 9 11 12 12	Ή	o Barnard Medal Fund		40.00
476 5 6 9 3 2 5 4 9 9 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	Η	o Barnard Library Fund		812.50
67 E 9 48 E 2 E 8 E	Ţ	o Principal Annie P. Burgess Fund		792.45
6 5 6 6 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	Η	o Principal T. M. Cheesman Fund		137.81
474 6 45 8 8 9 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Η	o Principal Class of 1895 Fund		145.89
64 67 67 68 68 68 68 68 68 68 68 68 68 68 68 68	H	o Investment Columbia University Football Association Fund		341.82
64 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	H	o Premium Account Wm. A. Dunning Fund		48.97
2 6 6 70 1 218 1	Н	o Principal Amos F. Eno Endowment Fund	47	476,131.62
E 9 40E 1 21 8 1	Ţ	o Principal Fine Arts Endowment Fund		2,175.16
E 9 40E 1 2118 1	Н	o Principal Dr. John Frank Fund		199.79
E 9 42 E 5 E 8 E	_	Co Principal Charles Frederick Hoffman Fund		68.90
9 45 1 2 1 8 2	-	O Premium Account John Stewart Kennedy Fund		3,454.34
30 1 30 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Ή	o Premium Account John W. Burgess Fund		1.87
9 45 30 30 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	H	o Principal Jacob Langeloth Fund,		62.50
30 1 30 2 1 30 8 2 1 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	T	o Principal Sara E, Mower Fund,		9,954.76
30 d 2 f 8 f	Ή	o Principal Mary B. Pell Fund		115.00
30	۲	o Income Pulitzer Fund for School of Journalism	ĸ	54,478.01
H 01-100 1	H	o Principal Pulitzer Prize Fund	,	30,522.50
	Ţ	O Shoemaker Loan Fund		250.00
	_	O Principal Social and Political Ethics Professorship Fund		1,136.88
•	_	O Premium Account Robert B. Van Cortlandt Fund		41.01
`	_	Co Principal John Webber Fund		13.78
•	_	O Premium Account Special Investments		2,298.50
•	_	O Blumenthal Loan Fund		1,739.68
	Г	o Principal E. B. Cragin Endowment Fund		8,409.51
	Н	o Premium Account Joseph R. De Lamar Fund		503.51
	I	To Principal Sloane Hospital for Women Fund	_	17,593.95

GIFTS AND RECEIPTS FOR DESIGNATED PURPOSES. RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDING JUNE 30, 1925

REP		145
Credit Balances June 30,	\$2,263.95 702.21 11.00 243.83 595.00 595.00 2,305.24 1,200.00 174.69 750.50 518.47	10.775,1
Debit Balances June 30, 1925		
Expended 1924-1925	\$17,811.05 200.00 (*) 3.63 (*) 360.00 200.00 200.00 18.05 15.00 405.00 405.00 3,694.76 15.00 (14)190,506.93	11.39
Total Credits	\$20,075.00 200.00 3.63 30.00 500.00 702.21 200.00 11.00 261.88 2,000.00 5.00 1,000.00 6,000.00 1,200.00 1,200.00 1,200.00 1,200.00 1,200.00 1,200.00	2,500.00
Received 1924-1925	\$16,415.80 200.00 3.63 3.63 500.00 2.00 2.00 2.000.00 1,200.00 1,200.00	2,500.00
Credit Balances June 30, 1924	\$3,659.20 300.00 702.21 9.00 36.88 5.00 1,000.00 1,89,634.39 750.50	
Debit Balances June 30, 1924	00'001\$:
ACCOUNTS	EDUCATIONAL ADMINISTRATION: Alumni Federation. Annerican Council on Education. Anonymous: For Current Needs Beckstein (A. E.). Barnard College: Special Assistance Chandler Museum. Class of 1917: Students Aid Columbia College Dean's Fund Columbia University Press Book Store (Todd Git). Columbia Law Review. Comparative Literature, Dramatic Museum Columbia Alumni Fund, Fales Gift. Educational Research, Commonwealth Fund. M. Hartley Dodge and Helen Jenkins, Gift for Graduate Students, 1925-26. Dramatic Museum, Graduate Class in Shakespeare. Peparer.	King Gift for Frinting Old Minutes of the College

ACCOUNTS	Debit Balances June 30,	Credit Balances June 30,	Received 1924-1925	Total Credits	Expended 1924-1925	Debit Balances June 30,	Credit Balances June 30,
Lectures. Lectures (Morrow Gift). Morgenstern Gift for Sloane Hospital for Women Seligman (Isaac N.) Bequest. Special Publication Fund. State Aid for Blind Pupils. State Aid for Deaf Pupils.		\$122.75 100.00 3,909.85 1,000.00 123.45 6.00	\$250.00	\$122.75 100.00 250.00 3,909.85 1,000.00 2,823.45 6.00	\$122.75		\$250.00 3,909.85 1,000.00 144.45 6.00
COLUMBIA HOUSE: Maintenance		672.16	:	672.16			672.16
INTERNATIONAL. RELATIONS: Queen Wilhelmina Lectureship Queen Wilhelmina Lectureship for 1924-25 Queen Wilhelmina Lectureship for 1925-26		1,750.00	1,750.00	.04 3,500.00 1,750.00	3,500.00		.04
Departmental: Anonymous Gift for Choir. Anthropology: Research on Indians in British Columbia. Astronomy: C. W. Bruce Fund. Anthropology: Assistance in Research. Anthropology: Departmental Appropriation Gift Chemistry: The Borden Company. Chimese Printing Equipment. Civil Engineering: Fire Testing Station. Classical Languages. Contemporary Civilization.		280.97 285.61 5,296.10 16,100.38 2,464.53 1,612.64 1,612.64 93.59	302.40 201.25 750.00 15,000.00 15,000.00 624.00	280.97 588.01 5,497.35 750.00 31,100.38 2,464.2 2,236.64 4.50 93.59	72.09 72.09 85.00 13.674.15 630.52	72.09 00.00 50.00 74.15 30.52	280.97 515.92 1.497.35 750.00 17,426.23 2,464.53 1,006.15 4.50

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F	REPOR	TOF	тне	TREA	SURER	447
3,000.00	500.00	1,204.24 5,000.00 433.00	75.00	314.30 8,606.37 47.00 99.78 10.00	2,352.56 248.37 10.00	678.41 1,990.87 247.35
		\$.02			696.59	
345.63	150.00	1,220.00	280 72	4,830.90	292.57 292.57 816.96 696.59	751.99
345.63 3,000.00 500.00 10.00	500.00 150.00 500.00 544.42	1,204.24 1,219.98 5,000.00 433.00	75.00	993.08 13,437.27 47.00 99.78 10.00	2,645.13 248.37 10.00 816.96	1,430.40
345.63 3,000.00 500.00 10.00	500.00 150.00 500.00	720.00	517.46	11,252.50 47.00	1.000.00	
	544.42	1,204.24 499.98 433.00	77.62	2,184.77 2,184.77 99.78	2,045.13 248.37 816.96	1,430.40 1,990.87 247.35
Dental Laboratory and Infirmary. Chemistry: Frizsche Research Gift. Cancer Research: Anonymous. Electrical Engineering Support. German Book Exhibition Gift.	Germanic Review Gift. Germanic Languages (Hirsch Gift) Economics: Salaries History: Morrow Gift.	Indo-Iranian Languages: Fublications. Indo-Iranian Languages: Salaries. Law School: Wildey Gift. Law School:	Law School: Class of 1914 Law, Medical Aid to Law,Students. Law School: Commonwealth Fund for Legal Research	Law School: Legislative Drafting Research Fund Law School Support. Mathematics; Promotion of Honor Work Mechanical Engineering	Metallurgical Research Laboratory Equipment Miami Copper Co	Physics, Experimental: Marcellus Hartley Research Laboratory. Physics Research: Pupin Gift. \$1,980.87 Anonymous. 10.00 Physiology: Lee Gift.

ACCOUNTS	Debit Balances June 30, 1924	Credit Balances ' June 30, 1924	Received 1924-1925	Total Credits	Expended 1924-1925	Debit Balances June 30, 1925	Credit Balances June 30,
Poland, Government of Public Health: L. N. Grace Gift Religion: Kane Cift Romance Languages: Lectures. Semitle Languages: Salaries Slavonic Languages: Salaries School of Mines, Engheering and Chemistry. Slavonic Languages: Czecho-Slovak Government Gift ment Gift.		\$150.00 666.72 275.00 40.00 17.75 2.69 295.00	\$1,200.00 2,000.00 500.00 200.00 450.00	\$1,350.00 2,666.72 775.00 40.00 217.75 450.00 2.69 295.00	\$1,150.00 4,333.44 150.00 40.00 62.90 450.00 350.00	\$1,666.72	\$200.00 625.00 154.85 2.69
r Session		4,000.00 200.00 352.95 1,057.78 500.00	1,577.75	4,000.00 200.00 352.95 2,635.53 500.00	1,704.48		4,000.00 200.00 352.95 931.05 500.00
University Extension: School of Business: Anonymous		3,255.00	185.93 2,300.00 5.00	3,440.93 3,000.00 5.00	(¹⁵) 3,255.00 2,799.84		185.93 200.16 5.00
Riological Chemistry: Biochemical Research Fund. Biological Chemistry: Special Printing Discases of Children: C. H. Crane Gift, 1924-25 Diseases of Children: Dispensary Development		2,584.05 533.50 900.00 159.18	600.006	2,584.05 533.50 900.00 1,059.18	900.00		2,584.05 533.50 34.18

RETORI	
1,458.29 50.00 331.05 9.14 4,200.00 1,072.38 112.31 2,637.50	25.00 2,000.00 24.00 105.00 2.00 2.00 2.00 2.00 2.00 2.00 2.00
913.66	100.00
33.25 183.09 12,175.37 \$600.00 2,427.62 1,600.00 2,562.50 2,800.00 1,262.96	200.00 200.00 600.00 750.00 150.00 100.00 250.00 60.00
1,458.29 50.00 364.30 183.09 9.14 11,261.71 4,800.00 3,500.00 1,712.31 5,000.00 2,800.00	25.00 2.000.00 200.00 200.00 24.00 705.00 350.00 750.00 150.00 144.83 .63 400.00 60.00
240.00 3,500.00 6,000.00 5,000.00 2,800.00	40.00 700.00 350.00 750.00 250.00 60.00
1,218.29 50.00 364.30 183.09 9.14 11,261.71 4,800.00	25.00 2,000.00 160.00 24.00 5.00 2.00 150.00 1414.83 4,041.82
\$4,287.69	100.00
General Support: Medical School Oto—Laryngological Gift Pathology: Columbia-Bellevue Rickets Fund Pathology: Columbia-Bellevue Rickets Fund Pathology: Commonwealth Gift Psychiatry: Commonwealth Clinic Fund Psychiatry: Hartley Corporation Gift. Pathology: Pernicious Anemia Fund Surgery: Mackay Fund for Surgical Research. Surgery: Faulkner Gift. Vanderbilt Clinic: Salaries. Pathology: Rosenthal Fund	Fellowships, Scholarships and Prizes: Alpha Kappa Psi Fraternity Prize. Alumni Association Prize. Bakelite Research Fellowship. Barnard Medal. Borzykowski Research Fellowship. Bush (Wendell T.) Special Scholarships. Chanler Historical Prize. Columbia College Scholarship. Dunn (Gano) Prize. Du Pont Fellowship. Greek Prize. Followship. Full Scholarship. Jones Scholarship. Frotestant-Episcopal Society Loubat Prize.

R	EPORT	OF THE	TREASU	RER 451
1,000.00 495.00 1,000.00 106.38	:	35.00 11.60 232.04 314.20 25.00	74,583.65 10.00 447.96	15.00 4.21 21.07 2.59 7.62 0.00 7.62
(a) 33,191.25	(8) 33,191,25 \$41,524.58		11) 33,191.26 33,191.26 12) 3,011.06 13) 142,547.87	144.21 2.59 700.00 2.00 5.00
(ø) 33,191.25	(8) 33,191.25		\sim	144.21 2.59 700.00 2.00 5.00
34,191.25 495.00 1,000.00 106.38	Dr. 8,3	35.00 11.60 232.04 314.20 25.00	77,594.71 142,547.87 10.00 447.96	15.00 46.88 165.28 10.21 700.00 2.00 5.00
34,191.25 495.00		314.20	562.30 479,361.33	000009
1,0	:	35.00 11.60 232.04	77,032.41 10.00 447.96	15.00 46.88 165.28 10.21 100.00 2.00 5.00
	\$8,333.33		336,813.46	
Carnegie Foundation for New Medical School Construction Dodge Gift for Men's Faculty Club Douglas (Mrs.) for Furnishing Manor House Earl Hall Furnishings	1882 Memorial Windows General Education Board for New Medical School Construction Gift for Stadium Griscom (Acton) for Candlesticks for St. Paul's Chapel.	Institute of Arts and Sciences: Furniture. Livingston Hall Furnishings	struction Schermerhorn Bequest for Faculty House School of Business Building Construction University Hall Fund Gift. Van Amringe Memorial.	Alumni Association for School of Architecture Butler Library Furnishings Committee of Fifty Crane (Charles R.) Fund Joan of Arc Library. Law Library. Law Library.

ACCOUNTS	Debit Balances June 30, 1924	Credit Balances June 30,	Received 1924-1925	Total Credits	Expended 1924-1925	Debit Balances June 30, 1925	Credit Balances June 30, 1925
Library Support. Loeb (James) Fund Low (William G.) Gift Morrow Gift. Montgomery (Robert H.) Gift for Purchase of Books for the Library. National List of Periodicals. Purchase of Books and Serials. Purchase of Law Books. Check Guarantee. Graduate Students, 1925-1926		\$5.00 147.16 104.44 306.66 311 26.01 767.95	\$175.00 250.00 1,000.00 1,800.00 2,400.00	\$5.00 322.16 354.44 1,000.00 306.66 1,800.00 3.11 26.01 767.95	\$5.00 147.16 137.52 (a) 300.00	\$5.00 137.52 300.00	\$175.00 216.92 1,000.00 6.66 1,800.00 3.11 22.04 767.95 2,400.00
	\$349,634.48	\$398,784.83	\$349,634.48 \$398,784.83 \$688,171.92	\$737,322.27	\$609,434.84	\$78,147.83	\$206,035.26
		Less Tr	Less Transfers		461,207.80		
					\$148,227.04		

NOTES TRANSFERS

Đ	(1) To Capital Account	\$ 3.63
€	To University Land, Buildings and Equipment	6,000.00
(8)	To Capital Account	300.00
€	To University Land, Buildings and Equipment	4,000.00
©	To University Land, Buildings and Equipment	33,191.25
€	To University Land, Buildings and Equipment	6,529.60
€	To Capital Account	5,379.95
®	To University Land, Buildings and Equipment	33,191.25
€	To Montgomery Gift for School of Business	300.00
(10)	To Fabian Franklin Stipend Gift	100.00
(11)	To University Land, Buildings and Equipment	33,191.26
(13)	To Investment of Gifts	2,500.00
(18)	To University Land, Buildings and Equipment	3,255.00
(14)	To University Land, Buildings and Equipment	142,547.87
(18)	To University Land, Buildings and Equipment	190,506.93
(18)	To University Land, Buildings and Equipment	211.06
	"	\$461,207.80

SECURITIES OWNED FOR ACCOUNT OF SPECIAL ENDOWMENTS, GENERAL ENDOWMENTS AND DESIGNATED FUNDS

At June 30, 1925 Book Value				898.500.00			26,215.00			46,351.25			27,475.00				2,000.00			44,687.50			49,250.00		22,597.50
Decrease 1924-1925															\$21,307.50		:			:			:		22,597.50
Increase 1924-1925																						100	\$49,250.00		22,597.50
June 30, 1924 Book Value																									
At June 30, 1924 Book Value				\$98.500.00			26,215.00			46,351.25			27,475.00		21,307.50		2,000.00			44,687.50					
, At June 30, 1925	Bonds	SCHEDULE I—RAILROAD	100,000 Atchison, Topeka & Santa Fe Ry. Co.'s	California Arizona Lines 4½ per cent First	33,000 Atchison, Topeka & Santa Fe Ry. Co.'s	4 per cent 100 Year Adjustment Bonds, due	1995	57,000 Atchison, Topeka & Santa Fe Ry. Co.'s	4 per cent General Mortgage 100 Year Bonds,	due 1995	30,000 Atlantic Coast Line R. R. Co.'s 4 per cent	First Consolidated 50 Year Mortgage Bonds,	due 1952	Baltimore & Ohio R. R. Co.'s 31/2 per cent Prior Lien	Bonds, due 1925	2,000 Baltimore & Ohio R. R. Co.'s 4 per cent	First Mortgage 50 Year Bonds, due 1948	50,000 Baltimore & Ohio R. R. Co.'s 4 per cent	Refunding Mortgage Bonds, due 1941 (Pitts-	burgh, Lake Erie & West Virginia System)	50,000 Baltimore & Ohio R. R. Co.'s (S. W. Divi-	sion) 5 per cent First Mortgage Extended	Bonds, due 1950	23,000 Baltimore & Ohio R. R. Co.'s 5 per cent	First Mortgage Bonds, due 1948

		50,590.00	25 328 84		25,360.72	17.940.32		27,600.00		106,932.50		1,000.00			1,000.00		53,466.45			10,000.00		48,000.00	1	8,415.00	250 000 000	0000	10,000.00
	1,882.50	73.75	36 54	*	36.07					:		:					51.74							:		:	1,685.00
								27,600.00																			
					: : : : : : : : : : : : : : : : : : : :										:												
	1,882.50	50,663.75	81 391 36		25,396.79	17.940.32				106,932.50		1,000.00			1,000.00		53,518.19			10,000.00		48,000.00		8,415.00	250,000,000	7000000	11,685.00
Baltimore & Ohio R. R. Co.'s 5 per cent Refunding & General Mortgage Bonds. Series	A, due 1995	So,000 Baltimore & Onlo K. K. Co. 8 o per cent. Equipment Trust Gold Notes, due 1933	25,000 Baltimore & Ohio R. R. Co.'s 6 per cent Fourtement Trust Cold Motes due 1034	25,000 Baltimore & Ohio R. R. Co.'s 6 per cent	Equipment Trust Gold Notes, due 1935	18,000 Buffalo, Rochester & Pittsburgh R. R. Co.'s 5 nor cent General Mortgage Ronds, due 1937	40,000 Central New England Ry. Co.'s 4 per cent	50 Year First Mortgage Bonds, due 1961	127,000 Central Pacific Ry. Co.'s 4 per cent First	Refunding Mortgage Bonds, due 1949	1,000 Central R. R. Co. of New Jersey 5 per cent	100 Year General Mortgage Bonds, due 1987	1,000 Chesapeake & Ohio R. R. Co.'s 5 per cent	First Mortgage Bonds, due 1940 (Craig Valley	Branch)	50,000 Chesapeake & Ohio R. R. Co.'s 41/2 per cent	General Mortgage Bonds, due 1992	10,000 Chesapeake & Ohio R. R. Co.'s 4 per cent	First Consolidated Mortgage Bonds, due 1989	(Richmond & Allegheny Division)	100,000 Chicago and Alton Ry. Co.'s 31/2 per cent	First Lien Bonds, due 1950	11,000 Chicago and Northwestern Ry. Co.'s 31/2	per cent General Mortgage Bonds, due 1987.	250,000 Chicago & Northwestern Ry. Co.'s 5 per	10 000 Chicago & Northwestern Rv. Co.'s 4 ner	cent Extension Bonds, due 1926.

At June 30, 1925 Book Value	\$9,925.00	48,059.92	46,040.00	339,500.00	967.50	53,668.75	47,250.00	48,000.00		50,000.00
Decrease 1924-1925	:		\$1 200 00	:				:	1,900.00	
Increase 1924-1925							\$47,250.00			
At June 30, 1924 Book Value										
At June Book	\$9,925.00	48,059.92	46,040.00	339,500.00	967.50	53,668.75		48,000.00	1,900.00	50,000.00
At June 30, 1925	10,000 Chicago & Northwestern Ry. Co.'s 6½ per cent 15 Year Secured Gold Notes, due 1936.	50,000 Chicago, Milwaukee & Fuget Sound Ky. Co.'s 4 per cent First Mortgage Bonds, Series A, due 1949	4 per cent 25 Year Gold Bonds, due 1934 Chicago, Milwaukee & St. Paul Ry. Co.'s 4 per cent General Mortgage Gold Bonds, due 1989	400,000 Chicago, Milwaukee & St. Paul Ry. Co.'s 41% per cent General Mortgage Bonds, due 1989	1,000 Chicago, Milwaukee & St. Paul Ry. Co.'s 5 per cent General Refunding Mortgage Conv. Gold Bonds, due 2014	Co.'s 4 per cent General Mortgage Gold Bonds, due 1988.	First Mortgage Gold Bonds, due 1963	Gago Kaliway Co.'s 4 per cent 30 year General First Mortgage Bonds, due 1936	Co. 8 6 per cent General Mortgage Cons. Gold Bonds, due 1934	per cent 50 Year Gold Bonds, due 1938

	30,000.00	15,000.00	100,000.00	85,141.15	9,515.00	48,063.25	96,425.00	4,208.34	21,950.67	25,894.84	22,000.00	25,642.55	5,600.00	28,000.00
	:		:	11.77	:	13.81	:	39.58	:	111.87	00.66	214.19		
	:					12,856.25	:		:	:	:			
			:							:	:			
	30,000.00	15,000.00	100,000.00	85,152.92	9,515.00	35,220.81	96,425.00	4,247.92	21,950.67	26,006.71	22,099.00	25,856.74	5,600.00	28,000.00
30,000 Denver & Rio Grande Railroad Co.'s 4 per cent First Consolidated Mortgare Gold Bonds.	due 1936	due 1935	Contact of Chicago & Northwestern Ry.	85,000 Duluth & Iron Range Ry. Co.'s 5 per cent First Mortgage Bonds, due 1937	Equipment Trust Certificates, due 1936	Year Debenture Bonds, due 1940	eral Mortgage Gold Bonds, Series B, due 1952	4,000 oreal volument Ay. Co. s. 1 per cent ceneral Mortgage Bonds, Series A, due 1936	Cold Bonds, due 1953	25,000 Illinois Central Railroad Co.'s 7 per cent Eq. Tr. Certificates, due 1933	Eq. Tr. Certificates, due 1925 to 1935	23,000 Kansas City, Fort Scott and Mempins Kan- road Co.'s 6 per cent Consolidated Mortgage Bonds, due 1928	7,000 Lake Erie & Western Railroad Co.'s 5 per cent First Mortgage 50 Year Gold Bonds, due 1937.	28,000 Lehigh Valley Railroad Co.'s 41% per cent First Mortgage Bonds, due 1940

At June 30, 1925 Book Value		0		7	0	0	9	4	•	20	0	5	0
At Jun Bool		\$10,000.00	25,105.35	52,549.57	225,000.00	850.00	101,046.56	114,500.04	19,760.00	39,494.45	2,805.00	34,070.85	24,875.00
Decrease 1924-1925			\$13.18	109.91			111.36	1,208.33					
Increase 1924-1925								:				· · · · · · · · · · · · · · · · · · ·	
At June 30, 1924 Book Value						:				_			
At June Book		\$10,000.00	25,118.53	52,659.48	225,000.00	850.00	101,157.92	115,708.37	19,760.00	39,494.45	2,805.00	34,070.85	24,875.00
At June 30, 1925	10.000 Lehich Valley Terminal Rv. Co.'s 5 ner	cent First Mortgage Bonds, due 1941 25,000 Louisville & Nashville Railroad Co.'s 6½	per cent Equipment Trust Certificates, due 1933	cent Bonds, de 1930	First Mortgage Gold Bonds, due 1931 (Detroit & Bay City Division)	per cent First Refunding Mortgage Gold Bonds, due 1949.	100,000 Missouri Pacific Railroad Co.'s 6 per cent Equipment Trust Notes, due 1934 and 1935.	First Mortgage Bonds, due 1937	Solve Mortgage Bonds, date 2000	cent First Mortgage Bonds, due 1986	road Co.'s 6 per cent Conv. Debenture Bonds, due 1935.	ment Trust Gold Certificates, due 1929	Equipment Trust Gold Bonds, due 1933

	32,940.00		3,130.00		50,000.00		10,000.00						46,222.50			12,632.50			42,752.50		403,670.00			421,111.67		135,753.00
		2,265.00								500.00																9.14
																			\$42,752.50		53,375.00					135,762.14
																:										
	32,940.00	2,265.00	3,130.00		50,000.00		10,000.00			500.00			46,222.50			12,632.50					350,295.00			421,111.67		135,762.14
36,000 New York Central & Hudson River Rail- road Co.'s 3½ per cent First Mortgage Bonds,	due 1997New Vork Chicago & St. Louis Railroad Co.'s 4 per	cent First Mortgage Gold Bonds, due 1937	cent Gold Bonds, due 2000	50,000 New York, New Haven & Harford Rail- road Co.'s 6 per cent Conv. Debenture Bonds,	due 1948.	10,000 New York, Ontario & Western Railroad Co.'s 4 per cent Refunding Mortgage Gold	Bonds, due 1992	New York, Susquehanna & Western Railroad Co.'s	5 per cent First Mortgage Gold Refunding	Bonds, due 1937	50,000 Norfolk & Western Railroad Co.'s 4 per	cent Divisional First Lien and General Mort-	gage Gold Bonds, due 1944	13,000 Norfolk & Western Railway Co.'s 4 per	cent First Consolidated Mortgage Gold Bonds,	due 1996	49,000 Northern Pacific Ry. Co.'s 41/2 per cent	Refunding and Improvement Mortgage Bonds,	due 2047	413,000 Northern Pacific Railway Co.'s Refunding	due 2047	590,000 Northern Pacific Railway Co.'s 3 per cent	General Lien Ry. Land Grant Gold Bonds,	due 2047	137,000 Northern Pacific Railway Co.'s 4 per cent	Prior Lien Railway Land Grant Gold Bonds, due 1997.

At June 30, 1925 Book Value												
At June Book	\$25,000.00	54,114.15	66,406.25	4,456.25	50,504.80	29,750.00	45,625.00	19,572.00		19,112.14	4,600.00	
Decrease 1924-1925		\$195.92			113.46				10,433.98	1,504.99		9,815.00
Increase 1924-1925									\$250.83	250.83	100	
30, 1924 Value			:									
At June 30, 1924 Book Value	\$25,000.00	54,310.07	66,406.25	4,456.25	50,618.26	29,750.00	45,625.00	19,572.00	10,183.15	20,366.30	4,600.00	9,815.00
At June 30, 1925	25,000 Northern Pacific Railway Co.'s 7 per cent Railway Equipment Bonds, due 1929 50,000 Oregon Short Line Railroad Co.'s 5 per cent	Consolidated First Mortgage Cold Bolids, due 1946	1968. 5,000 Pennsylvania Railroad Co.'s 4½ per cent	General Mortgage Bonds, Series A, due 1965 50,000 Pennsylvania Railroad Co.'s 7 per cent	Secured Gold Bonds, due 1930	Secured Gold Bonds, due 1936	Mortgage Bonds, due 1956. 20,000 Pittsburgh & Lake Erie Railroad Co.'s 612	per cent Equipment Trust Certificates, due 1933.	The Philadelphia and Reading Coal and Iron Co.'s 5 per cent Refunding Mortgage Sinking Fund Gold Bonds, due 1973	23,000.01 Reading Co.'s 4½ per cent General Mrtgage Gold Bonds, Series A, due 1997	S. Louis, Iron Mountain & Southern Ry. Co. 8 a per St. Louis, Iron Mountain & Southern Ry. Co. 8 4 ner	cent (River & Gulf Division) First Mortgage Gold Bonds, due 1933

	51,386.15	31,740.00	166,800.00		70,000.00	15,049.30	*	1,399.50	723,130.00	6,000.00	11,225.14	12,000.00	25,000.00
15,000.00	60.27	857.50	2,100.00	20,501.25		5.48					786.25		
					:	:				:			
15,000.00	51,446 42	32,597.50	168,900.00	20,501.25	70,000.00	15,054.78	000	00.625,1	773,730.00	00.000.00	12,011.39	12,000.00	25,000.00
St. Louis, Iron Mountain & Southern Ry. Co.'s 4 per 1920. 50,000 St. Louis, Peoria & Northwestern Ry. Co.'s	5 per cent First Mortgage Gold Bonds, due 1948	Co.'s 4½ per cent Consolidated Mortgage Bonds, due 1933	Co.'s 6 per cent Consolidated Mortgage Bonds, due 1933.	An Montage Cold Bonds, due 1943	4 per cent Gold Bonds, due 1989.	15,000 Southern Facinc Kanroad Co.s / per cent Eq. Tr., Series E, due 1934	2,000 Southern Pacific Company's (Central Pacific Stock Collateral) 4 per cent Gold Bonds, due	250,000 Southern Pacific Railroad Co.'s 4 per cent	6,000 Southern Railway Co.'s 5 per cent First	Division)	Consolidated Mortgage Bonds, due 1994	First Mortgage Bonds, due 2000	cent First Mortgage Gold Bonds, due 1917

0, 1925 alue										\$5,321,759.98					
At June 30, 1925 Book Value		\$44,753.50	50,000.00	21,870.00	75,668.60	116,764.68		111,631.42	45,750.00	\$5,321,759.98				\$91,423.50	98,250.00
Decrease 1924-1925		\$801.87			1.78	134.61	30,000.00			\$125,192.60			\$1,680.00		
Increase 1924-1925										\$256,182.91				ve.	
30, 1924 Value					:		:			\$5,190,769.67 \$5,190,769.67	-				
At June 30, 1924 Book Value		\$45,555.37	50,000.00	21,870.00	75,670.38	116,899.29	30,000.00	111,631.42	45,750.00	\$5,190,769.67			\$1,680.00	91,423.50	98,250.00
At June 30, 1925	47,000 Union Pacific Railtoad Co.'s 4 per cent First Mortgage Railway and Land Grant Gold	Bonds, due 1947	50,000 Union Pacific Railroad Co.'s 4 per cent 20 Year Conv. Gold Bonds, due 1927	27,000 United New Jersey R. R. & Canal Co.'s 4 per cent General Mortgage Bonds, due 1944	79,000 Wabash Railroad Co.'s 5 per cent 50 Year First Mortgage Bonds, due 1939	116,000 Wabash Railroad Co.'s 5 per cent 50 Year Second Mortgage Bonds, due 1939	Wabash Railroad Co. (Omaha Division) 3½ per cent First Mortgage Gold Bonds, due 1941	136,000 West Shore Railroad Co.'s 4 per cent First Mortgage Gold Bonds, due 2361	50,000 Wisconsin Central Railroad Co.'s 4 per cent First Mortgage Bonds, due 1949		Bonds	SCHEDULE II—PUBLIC UTILITY	Adams Express Co.'s 4 per cent Collateral Trust 50 Year Gold Bonds, due 1948	100,000 American Telephone & Telegraph Co.'s 4 per cent Collateral Trust Bonds, due 1929	100,000 American Telephone & Telegraph Co.'s 5½ per cent Sinking Fund Gold Debenture Bonds, due 1943.

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38,715.00		95,400.00	103,526.62	50,278.61	92,250.00	52,187.50	23,750.00	104,443.00	103,277.50	91,062.50	10,000.00	94,881.25	47,812.50	22,171.25
	1,400.00		167.94	19.91				12,193.00	142.50		:		:	
			:			\$52,187.50		12,193.00		1,312.50	:	1,850.00		
	:		:	:				:	:	:	:	:		
38,715.00	1,400.00	95,400.00	103,694.56	50,298.52	92,250.00	:	23,750.00	92,250.00	103,420.00	89,750.00	10,000.00	93,031.25	47,812.50	22,171.25
41,000 Atlantic City Electric Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1938 Broadway Surface R. R. Co.'s 5 ner cent Mortgage	Bonds, due 1924. 144,000 Brooklyn-Manhattan Transit Corporation's	6 per cent Sinking Fund Gold Bonds, Series A, due 1968.	100,000 brooklyn Union Gas Co.'s 6 per cent First Lien & Refunding Mortgage Bonds, Series A, due 1947.	50,000 Cleveland Electric Illuminating Co.'s 5 per cent First Mortgage Gold Bonds, due 1939	100,000 Commonwealth Edison Co.'s 5 per cent First Mortgage Collateral Gold Bonds, due 1953	50,000 Consolidated Gas Co. of New York 5½ per cent Gold Debenture Bonds, due 1945	25,000 Consumer's Power Co.'s 5 per cent First & Refunding Mortgage Bonds, due 1936	112,000 Dayton Power & Light Co.'s 5 per cent First & Refunding Mortgage Bonds, due 1941	100,000 Duquesne Light Co.'s 6 per cent Collateral Trust Bonds, due 1949	100,000 Kansas City Power & Light Co.'s 5 per cent First Mortgage Gold Bonds, due 1952	10,000 Kings County Elevated Railroad Co.'s 4 per cent First Mortgage Gold Bonds, due 1949	100,000 Laclede Gas Light Co.'s 5 per cent Refunding and Extension Gold Bonds, due 1934	50,000 Long Island Lighting Co.'s 5 per cent First Mortgage Bonds, due 1936	25,000 Louisville Gas and Electric Co.'s 5 per cent First and Refunding Mortgage Bonds, Series A, due 1952

	30, 1925 Value															142.
	At June 30, 1925 Book Value		\$107,948.75	24,500.00	66,021.25	166.67	4,200.00		168,195.75	88,702.50		119,687.50	22,500.00	51 411 76		89,968.75
4	Decrease 1924-1925								\$879.69					44 12		
	Increase 1924-1925		:										:		160	
,,,,,	0, 1924 /alue				:	:				-			:			
	At June 30, 1924 Book Value		\$107,948.75	24,500.00	66,021.25	166.67	4,200.00		169,075.44	88,702.50		119,687.50	22,500.00	51.455.88		89,968.75
	At June 30, 1925	'109,000 Manhattan Railway Co.'s 4 per cent Con-	solidated Mortgage Gold Bonds, due 1990	25,000 Memphis Power and Light Co.'s 6 per cent First and Refunding Mortgage Bonds, due 1948	71,000 Milwaukee Gas Light Co.'s 4 per cent First Mortgage Gold Bonds, due 1927	1,666.67 New England Investment & Security Co.'s Certificate of Indebtedness	5,000 New York & East River Gas Co.'s 5 per cent First Mortgage Gold Bonds, due 1944	155,000 New York Edison Co.'s 615 per cent First Lien and Refunding Mortgage Bonds, due	1941	100,000 New York Gas, Electric Light, Heat & Power Co.'s 4 per cent Purchase Money Mortgage Bonds, due 1949.	125,000 New York Telephone Co.'s 4½ per cent First and General Mortgage Sinking Fund	Bonds, due 1939	25,000 Niagara Falls Power Co.'s 5 per cent First Mortgage Bonds, due 1932	50,000 Niagara, Lockport & Ontario Power Co.'s 6 per cent Refunding Mortgage Bonds, Series A. due 1958.	100,000 Northern New York Utilities, Inc., 5 per	ccnt First Mortgage and Refunding Bonds, due 1963

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	87,815.00		52,523.14	47,375.00	9,932.31	69,525.00	43,625.00	46,687.50	53,220.00	21,075.00	21,780.00	68,437.50	73,963.44	24,375.00
			100.93	:		:			:	:	:	:	264.23	
				\$47,375.00	9,932.31	712.50			:	21,075.00				
	:			:		:			:		:	:		
	87,815.00		52,624.07	:		68,812.50	43,625.00	46,687.50	53,220.00		21,780.00	68,437.50	74,227.67	24,375.00
100 000 Ohio Power Co.'s & ner cent Biret and Do	funding Mortgage Bonds, due 1952	50,000 Ohio Power Co.'s 7 per cent First and Refunding Mortgage Sinking Fund Bonds, Series	A, due 1951	50,000 Oklahoma Gas & Electric Co.'s 5 per cent First Mortgage Gold Bonds, due 1950	11,999.99 The Philadelphia and Reading Coal & Iron Co.'s 5 per cent Refunding Mortage Sinking Fund Gold Bonds, due 1973	75,000 Portland Gas & Coke Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1940	50,000 Public Service of Northern Illinois, 5 per cent First and Refunding Mortgage Bonds, due 1956.	50,000 St. Paul Gas Light Co.'s 5 per cent General Mortgage Gold Bonds, due 1944	57,000 San Diego Consolidated Gas and Electric Co.'s 5 per cent First Mortgage Bonds, due 1939	20,000 Southern California Edison Co.'s 6 per cent General and Refunding Gold Bonds, due 1944	22,000 Southern California Gas Co.'s 6 per cent First Mortgage Bonds, due 1950	As, you Southern Fublic Utilities Co. s 3 per cent. First and Refunding Mortgage 30 Year Gold Bonds, due 1943	70,000 Toledo Edison Co.'s 7 per cent First Mort-gage Gold Bonds, due 1941	25,000 Union Electric Light and Fower Co. 8 372 per cent First Mortgage Bonds, Series A, due 1954

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At June 30, 1925	At June 30, 1924 Book Value	30, 1924 Value	Increase 1924-1925	Decrease 1924-1925	At June 30, Book Value	At June 30, 1925 300k Value
2,000 United Electric Rallways Co.'s 4 per cent Prior Lien Mortgage Bonds, Series B, due 1946 West Ponn Pouver Co's 6 nor cent Firet Management	\$2,000.00				\$2,000.00	
Bonds, due 1958	101,625.74			\$101,625.74		
	\$2,444,753.30 \$2,444,753.30	\$2,444,753.30	\$146,637.81	\$106,325.06	\$2,485,066.05	\$2,485,066.05
Bonds						
SCHEDULE III—STATE AND MUNICIPAL						
19,000 City of New York 4½ per cent Corporate Stock, due 1957.	\$19,063.03			\$1.97	\$19,061.06	
Stock, due 1958	400.63	:	:		400.63	•
Stock, due 1960	1,000.00				1,000.00	
500 City of New York 4½ per cent Corporate Stock, due 1962	200.00	:			200.00	
15,000 State of New York 4 per cent Erie, Oswego & Champlain Canal Bonds, due 1961	15,000.00	:	:		15,000.00	
Ronde	\$35,963.66	\$35,953.66		\$1.97	\$35,961.69	\$35,961.69
SCHEDULE IV—INDUSTRIAL						
4,000 American Smelting & Refining Co.'s 5 per cent First Mortgage Bonds, Series A, due 1947.	\$3,480.00				\$3,480.00	
24,000 American Sugar Refining Co.'s 6 per cent Gold Bonds, due 1937	23,736.00		· ·		23,736.00	
10,000 Bush Terminal Building Co.'s 5 per cent First Mortgage Sinking Fund Bonds, due 1960	7,525.00		•		7,525.00	
20,000 Bush Terminal Company's 4 per cent First Mortgage 50 Year Gold Bonds, due 1952	20,000.00				20,000.00	

													\$155,563.10														\$85,067.99
4,046.00	37 600 00		33,475.10		10,000.00	10,000.00				3.00		5,698.00	\$155,563.10				\$4,925.00		49,281.25		1,617.61			27.509.13		1,735.00	\$85,067.99
			\$3,207.76		:			24,937.50					\$28,145.26								\$5.88		740.00	42.55			\$788.43
\$4,046.00	1.100 00												\$5,146.00														
													\$178,562.36		·		:									:	\$85,856.42
	36.500.00		36,682.86		10,000.00	10,000.00		24,937.50		3.00		5,698.00	\$178,562.36				\$4,925.00		49,281.25		1,623.49		740.00	27.551.68		1,735.00	\$85,856.42
4,000 Central Leather Co.'s 6 per cent First Lien Sinking Fund Gold Bonds, due 1945	37,600 Columbia University Club's 5 per cent Mortgage Bonds, due 1942.	29,000 Goodgear Tire & Rubber Co.'s 8 per cent First Mortgage 20 Year Sinking Fund Gold	Bonds, due 1941	10,000 Pacific Fruit Growers Express 7 per cent	Equipment Trust Bonds, due 1934	Equipment Trust Bonds, due 1929	Standard Oil Company of New York 7 per cent Gold	Debenture Bonds, due 1929	3,000 William W. Stevenson 5 per cent Bonds,	due 1928	6,000 Union Iron Works Dry Dock Co.'s 6 per	cent Sinking Fund Bonds, due 1929		Bonds	SCHEDULE V-FOREIGN GOVERNMENT	· 5,000 Kingdom of Belgium 71/2 per cent External	Gold Loan, due 1945	50,000 Dominion of Canada 5 per cent Gold Bonds,	due 1926.	1,500 Danish Consolidated Municipal Loan 8 per	cent Bonds, Series B, due 1946	Imperial Japanese Government Bonds, 4½ per cent	27 000 United Kingdom of Great Britain and Tre-	land 5% ner cent Bonds, due 1937	2.000 Toronto Harbour Commissioners 4% per	cent Bonds, 3rd Series, due 1953	

0, 1925 7alue										\$6,495.50						
At June 30, 1925 Book Value				:		\$6,495.50				\$6,495.50			\$4,160.00	89,356.25	51,337.50	46,690.00
Decrease 1924-1925		\$15,000.00	1,000.00	44,192.34	246,403.15	11,484.83	6,849.00	2,006.25	1,700.00	\$328,635.57						
Increase 1924-1925														\$		
80, 1924 /alue		:				:	:		:	\$335,131.07						
At June 30, 1924 Book Value		\$15,000.00	1,000.00	44,192.34	246,403.15	17,980.33	6,849.00	2,006.25	1,700.00	\$335,131.07			\$4,160.00	89,356.25	51,337.50	46,690.00
At June 30, 1924	SCHEDULE VI UNITED STATES GOVERNMENT	United States of America First Liberty Loan 31% per cent Bonds, due 1947	Cent Bonds, due 1947. United States of America Second Liberty Loan 414	per cent Conv. Bonds, due 1942	cent Bonds, due 1928.	Loan 4½ per cent Bonds, due 1938	United States of America 4% per cent treasury Notes, due March 15, 1926	Notes, due September 15, 1926	United States of America 4% per cent Treasury Notes, due March 15, 1927	Stocks	SCHEDULE I-RAILROAD	32 shares Albany & Susquehanna Railroad	1,000 shares Atchison, Topeka & Santa Fe Rail.	road Co. Preferred	road Co. Capital	Common

													-		
	346,368.75	14,690.00	67,983.00	1,083.00	295,000.00	16,268.00		446,905.00 47,798.15	4,503.90	2,117.50	64,750.00	186.75	8,250.00		3,650.00 519,109.38
	\$249,000.00	3,840.00	:		:	23,760.59	256,322.50			:	:		2,680.00	12,091.50	
								\$52,800.00					8,250.00		111,909.38
							:								
	595,368.75	18,530.00	67,983.00	1,083.00	295,000.00	16,268.00 23,760.59	256,322.50	394,105.00 47,798.15	4,503.90	2,117.50	64,750.00	1,265.75	7,080.00	12,091.50	3,650.00 407,200.00
5,551 shares Baltimore & Ohio Railroad Co.	Preferred	Capital		(\$50. par value)	1,000 shares Central Railroad Co. of New Jersey Capital	Omaha Railway Co. Common Delaware & Hudson Co. Capital	Delaware, Lackawanna & Western Kailroad Co. Capital	ferred	snates minos central Aantoaq Co. Fre- ferred	Jersey. Capital	Capital	Constraint of the control of the con	Moris & Essex Railfoad Co. Capital	Capital Solution Solution Co. 50 shares Norfolk & Wostern Railroad Co.	Adiustment Preferred

1925 ue					705,949.02			
At June 30, 1925 Book Value	\$315,362.50	14,325.00	21,633.00	4,108.91	45,456.43 \$2,705,949.02 \$2,705,949.02		\$7,040.00	1.00 24,626.52 26,460.00 66,636.03 500.00 44,650.00
Decrease 1924-1925	\$109,687.50			2,040.00	8,160.00	\$178,999.20	7,250.00	84,662.50
Increase 1924-1925	\$109,687.50		\$17,673.00		\$190,632.38	\$178,999.20		\$6,300.52
30, 1924 Value					\$3,186,665.73			
At June 30, 1924 Book Value	\$425,050.00 2,688.00	14,325.00	3,960.00	6,148.91 266,925.00	\$3,616.43	\$178,999.20	7,040.00	1.00 18,326.00 26,460.00 66,636.03 500.00 129,312.50
At June 30, 1925	5,000 shares Pennsylvania Railway Co. Capital (\$50, par value)	93 shares Pittsburgh, Fort Wayne & Chicago Railroad Co. Capital	Kalifoad Co. Freterred. 206 shares Reading Company, First Preferred (\$50, par value).	So shares Kensselaer & Safatoga Kaliroad Co. Captial	Canal Co. CapitalStocks	SCHEDULE II—PUBLIC UTILITY American Light & Traction Co. Common 640 shares Brooklyn.Manhattan Transit Cor-	poration. Common	(\$50. par value)

	\$178.239.81																										\$386,568.00
	8,326.26			\$25,200.00	2,426.25	19,422.00		3,705.00		6,313.32	51,750.00	8,000.00		1,300.00	47,197.50	6,555.00	7,377.20	81,250.00	7,122.80	1,440.00	112,200.00	971.43		1,687.50	00	7,050.00	\$386,568.00
500.00	\$272.080.45	200017								\$721.58						:	:::::::::::::::::::::::::::::::::::::::				:			:			\$721.58
	\$6.300.52																										
	8,326.26 844,019.74				:			:		:		:		:			:	:	:	:	:	:					\$387,289.58
500.00	8,326.26			\$25,200.00	2,426.25	19.422.00		3,705.00		7,034.90	51,750.00	8,000.00		1,300.00	47,197.50	6,555.00	7,377.20	81,250.00	7,122.80	1,440.00	112,200.00	971.43		1,687.50		2,650.00	\$387,289.58
United Electric Railways Co. Capital	100 snares Worcester Consolidated Street Kall- way Co. First Preferred	Stocks	SCHEDULE III—INDUSTRIAL	450 shares American Linseed Co. Preferred	Preferred	166 shares American Sugar Kenning Co. Pre- ferred	49 shares Central Syndicate Building Co.	Capital	88 92/100 shares Consolidation Coal Co. of	Maryland. Capital	450 shares Corn Products Refining Co. Preferred	100 shares Cuba Cane Sugar Co. Preferred	63 shares Delaware, Lackawanna & Western	Coal Co. Capital	400 shares Endicott, Johnson Co. Preferred	1,311 shares Glen Alden Coal Co. Capital	290 shares B. F. Goodrich Co. Preferred	1,300 shares Great Northern Iron Ore Certificates	280 shares Jewel Tea Co. Preferred	12 shares Lawyers Mortgage Co. Capital	1,700 shares Mackay Co. Preferred	10 shares Manati Sugar Co. Common	135 shares Rolfe Coal Mining Co. Common	(\$25, par value)	106 shares Rolfe Coal Mining Co. Preferred	(\$25. par value)	

At June 30, 1925 Book Value		\$86,608.00 8,050.00 25,200.00	44,160.00	448,000.00	31,900.00	100.00	\$647,481.50		\$2.00	\$19,613.19
Decrease 1924-1925		39					\$2,100.00 \$64			\$3,201.24 \$1
Increase 1924-1925		: : : : : : : : : : : : : : : : : : :	\$44,160.00		:		\$44,160.00		\$18,610.19	
At June 30, 1924 Book Value						:	\$605,421.50			\$3,203.24
At June Book		\$86,608.00 8,050.00 25,200.00		448,000.00	31,900.00	100.00	\$605,421.50		\$2.00	\$3,203.24
At June 30, 1925	Stocks	SCHEDULE IV—BANK AND TRUST COMPANY 266 shares Bankers Trust Co. Capital 70 shares Bank of Manhattan Co. Capital 69 shares Bank of New York & Trust Co. Capital	69 shares Central Union Trust Company of New York. Capital	in the City of New York. Capital	Capital	Trust Co	*Of K. Capital	SCHEDULE V Miscellaneous	Trust Agreements Notes: Columbia University Athletic Association Acceptances Stock in Affiliated Corporations	

		\$88,000.00	92,700.00		79,000.00	375,000.00	60,000.00		339,500.00		448,000.00		230,000.00		129,000.00		250,000.00			20 270 00	20,016,02	500.00		38,000.00		371,250.00
	\$63,000.00	2,000.00	4,000.00		2,000.00				7,000.00						3,000.00				12,500.00	430.00	00.02*	2,500.00		1,000.00		
	:	:					:				:		:				:		:							
													:													:
	\$63,000.00	90,000.00	96,700.00		81,000.00	375,000.00	00.000,09		346,500.00		448,000.00		230,000.00		132,000.00		250,000.00		12,500.00	00 002 00	20,170,00	3,000.00		39,000.00		371,250.00
Bonds and Mortgages	On northwest corner of Avenue "A" and East 13th Street, New York, at 51/2 per cent, due 1925.	On 360-372 Avenue "A," New York, at 6 per cent, due 1934	On Amsterdam Avenue and 167th Street, New York, at 6 per cent, due 1933	On 2479-2491 Amsterdam Avenue, New York, at	6 per cent, due 1933	due 1929.	On 188 Bowery, New York, at 6 per cent, due 1928	On 113-115 Broad Street, New York, at 7 per cent	to 1925, 6 per cent thereafter, due 1930	On 503-11 Broadway, New York, at 51/2 per cent,	Open Mortgage	On 15 Claremont Avenue, New York, at 6 per cent,	due 1927	On 29-31 Claremont Avenue, New York, at 6 per	cent, due 1924	On 141-147 Columbus Avenue, New York, at 51/2 per	cent, due 1928	On 349 Convent Ave., New York, at 51/2 per cent,	due 1924	On Delafield Avenue, Riverdale, New York, at 51/2	On property at East Marion, Suffolk County, L. I.,	at 6 per cent, Open Mortgage	On 812 Eighth Avenue, New York, at 51/2 per cent,	due 1929	On Eleventh Avenue between Fifty-fifth and Fifty-sixth Streets, New York, at 5½ per cent, due	1933

70,000,00	54,000.00	187,500.00	30,000.00	2,800.00	15,000.00	15.000.00	•	228,000.00			240,000.00	255,000.00		28,518.39	225.000.00	•	25,000.00	25,000.00	•	53,900.00	350,000.00
	:	:	:						45,375.00			30,000.00					:			550.00	75,000.00
								228,000.00						536.75	33.000.00			25,000,00			75,000.00
		:	:	:									••	:							275,000.00
70,000.00	54,000.00	187,500.00	30,000.00	2,800.00	15,000.00	15.000.00			45,375.00		240,000.00	285,000.00		27,981.64	192.000.00		25,000.00			54,450.00	275,000.00
On northwest corner Jerome Avenue and 177th Street, New York, at 6 per cent, due 1928	On 233 Madison Avenue New York at 516 per cent	due 1928.	On 122 Mauson Avenue, New 1018, at 572 per cent, due 1928.	per cent, Open MortgageOn 91-93 Park Row. New York: at 51% per cent, due	1928	On 93 Park Row, New York, at 5½ per cent, due 1928	On southwest corner Pinehurst Avenue and 176th	Street, New York, at 6 per cent, due 1930	On southwest corner of Prince and Thompson Streets, New York, at 5½ per cent, due 1924	On 450 Riverside Drive, New York, at 51/2 per cent,	due 1929	on 400-404 kilvelside Dilve, Ivew York, at prevaining rate, Open Mortgage	On Second Avenue and 12th Street, New York, at	5½ per cent, due 1927.	On 117-125 Seventh Avenue, New York, at 6 per cent,	On 28 South Street, New York, at 51/2 per cent, due	1934	On 53 South Street, New York, at 51/2 per cent, due 1930	On 52-56 Thompson Street, New York, at 51/2 per cent,	due 1928	cent, due 1928

At June 30, 1925 Book Value	\$96,000.00	375,000.00	:	17,000.00	8,000.00	270,000.00	137,500.00	79,000.00		316,250.00	. 75,000.00	00 000 300	123,000,00	395,000.00	103.800.00		392,000.00	495.000.00	
Decrease 1924-1925		\$10,000.00	185,000.00							7,500.00	:			10,000.00	1.100.00		8,000.00		
Increase 1924-1925	\$96,000.00					270,000.00	5,000.00	79,000.00			75,000.00		:					495,000.00	279,000.00
At June 30, 1924 Book Value		:		:			:												
At June Book		\$385,000.00	185,000.00	17,000.00	8,000.00		142,500.00			323,750.00	:	00 000	123,000.00	405,000.00	104 900 00		400,000.00		
At June 30, 1925	On 771-5 Washington Street, New York, at 5½ per cent, due 1935.	On West Broadway, Reade to Duane Street, New York, at 6 per cent, due 1929	due 1924.	On 238 East 15th Street, INEW YORK, at 572 per cent, due 1925	On 220 East 24th Street, New York, at 6 per cent, Open Mortgage	On 3-7 East 27th Street, New York, at 5½ per cent, due 1929.	On 2 East 46th Street at 51/2 per cent. due 1927	On 408-18 East 48th Street, New York, at 6 per cent,	On 1 East 64th Street, New York, at 51/2 per cent, due	1928	On 168-174 East 116th Street, New York, at 5½ per cent, due 1930	On 136-140 West 23rd Street, New York, at 6 per cent,	On 549-557 West 23rd Street, New York, at 6 per	cent, due 1927	On 25-27 West 30th Street, New York, at 6 per cent,	On 6-8 West 32nd Street, New York, at 6 per cent,	due 1929	On 254-8 West 35th Street, New York, at 5½ per cent,	On 19-21 West 36th Street, New York, at 5½ per cent, due 1929.

																								_						_
		300,000.00	113,275.00		150,000.00	12,675.00		30,250.00		30,250.00		45,000.00				32,750.00		32,350.00											165 000 00	
000000	100,000.00				-	4,000.00		500.00		200.00				50,000.00						29,000.00		30,000.00		46,000.00		29,100.00		28,000.00		- - -
		300,000.00	113,275.00																										165 000 00	100,000,001
								:						:				:						:					-	
000000	100,000,00				150,000.00	16,675.00		30,750.00		30,750.00		45,000.00		50,000.00		32,750.00		32,350.00		29,000.00		30,000.00		46,000.00		29,100.00		28,000.00		
On 542-548 West 36th Street, New York, at 5½ per	Cent, due 1929	due 1930	due 1929.	On 124 West 42nd Street, New York, at 51/2 per cent,	due 1926.	cent, due 1930	On 67 West 47th Street, New York, at 51/2 per cent,	Open Mortgage	On 69 West 47th Street, New York, at 51/2 per cent,	Open Mortgage	On 530-532 West 47th Street, New York, at 6 per	cent, due 1928	On 12 West 48th Street, New York, at 51/2 per cent,	due 1927	On 38 West 48th Street, New York, at 6 per cent,	Open Mortgage	On 40 West 48th Street, New York, at 6 per cent,	Open Mortgage	On 56 West 48th Street, New York, at 6 per cent,	due 1924	On 66 West 48th Street, New York, at 51/2 per cent,	due 1925	On 160 West 48th Street, New York, at 6 per cent,	due 1928	On 6451/2-649 West 50th Street, New York, at 6 per	cent, due 1928	On 234-6 West 53rd Street, New York, at 6 per cent,	due 1928.	On 102 West 80th Street, New York, at 3% per cent,	due 1930.

On 205 West 101st Street, New York, at 6 per cent, due 1925. On 205 West 101st Street, New York, at 6 per cent, due 1927. On 542 West 101st Street, New York, at 5 per cent, due 1927. On 420 West 101st Street, New York, at 6 per cent, due 1928. On 153rd Street, west of Broadway, New York, at 6 per cent, due 1928. On 153rd Street, west of Broadway, New York, at 6 per cent, due 1926. On 150 Deporty at Wakefield, New York, at 41½ to 6 per cent, due 1925. Less Reserve Wakefield Mortgage. Don 205 West 101st Street, New York, at 6 per cent, due 1926. Syl,500.00 Syl,000.00 Syl,500.00 Syl,500.00 Syl,500.00 Syl,500.00 Syl,000.00	At June 30, 1925	At June 30, 1924 Book Value		Increase 1924-1925	Decrease 1924-1925	At June 30, 1925 Book Value	0, 1925 Zalue
\$21,000.00 84,600.00 180,000.00 120,200.00 19,800.00 40,000.00 201,282,50 \$23,120,611.15 \$23,200.00 \$23,000.00 \$23,533,311.75	West 90th Street, New York, at 6 per cent,						
\$4,500.00 180,000.00 120,200.00 19,800.00 40,000.00 201,282,50 \$10,222,974,88 \$10,222,974,88 \$23,120,611.15 \$23,120,611.15 \$23,000.00	lue 1925.	\$21,000.00	:		\$500.00	\$20,500.00	
4,500.00 120,200.00 120,200.00 19,800.00 40,000.00 201,282.50 201,282.50 \$23,120,611.15 \$23,120,611.15 \$23,000.00	West 101st Street, New York, at 6 per cent,				3 600 000	81 000 00	
4,500.00 180,000.00 120,200.00 19,800.00 40,000.00 201,282.50 201,282.50 \$10,222,974.88 \$10,222,974.88 \$23,120,611.15 \$23,120,611.15 \$23,000.00	West 114th Street, New York, at 5½ per cent,		:		30.000.5	00.000,10	
120,200.00 120,200.00 19,800.00 40,000.00 201,282,50 \$210,222,974,88 \$10,222,974,88 \$23,120,611.15 \$23,120,611.15 \$23,000.00	Open Mortgage	4,500.00	:			4,500.00	
120,200.00 19,800.00 40,000.00 201,282.50 \$23,120,611.15 \$23,000.00 \$23,000.00	West 116th Street, New York, at 6 per cent,						
\$08,500.00 120,200.00 19,800.00 40,000.00 201,282.50 \$10,222,974.88 \$10,222,974.88 \$23,120,611.15 \$23,000.00 \$23,000.00	due 1928	180,000.00	:			180,000.00	
120,200.00 120,200.00 40,000.00 201,282.50 \$\$10,222,974.88\$\$\$10,222,974.88\$\$\$2,533,311.75 \$\$23,120,611.15\$\$52,000.00	3rd Street, west of Broadway, New York, at 6						
120,200.00 40,000.00 201,282.50 \$10,222,974.88 \$10,222,974.88 \$23,120,611.15 \$23,000.00 \$23,000.00	per cent, due 1929		:	\$98,500.00		98,500.00	
120,200.00 40,000.00 201,282.50 \$10,222,974.88 \$10,222,974.88 \$23,120,611.15 52,000.00	perty at Wakefield, New York City, at 5 per	-					
\$\frac{19,800.00}{40,000.00}\$ \$\frac{201,282.50}{\$\$10,222.974.88}\$\$\frac{\$\$10,222.974.88}{\$\$2,533,311.75}\$\$ \$\frac{\$\$23,120,611.15}{\$\$2,000.00}\$\$	cent, Open Mortgage	120,200.00	:		:	120,200.00	
\$\\ \text{40,000.00}\$ \[\text{201,282.50} \\ \text{\$\frac{\xi_{0.222.974.88}{\xi_{0.222.974.88}}} \\ \text{\$\frac{\xi_{0.222.974.88}}{\xi_{0.222.974.88}}} \\ \text{\$\frac{\xi_{0.222.974.88}}{\xi_{0.2222.974.88}}} \\ \text{\$\frac{\xi_{0.2222.974.88}}{\xi_{0.2222.974.88}}} \\ \$\fra	perty at Wakefield, New York, at 6 per cent,						
\$10,222,974.88 \$10,222,974.88 \$23,120,611.15 \$23,000.00	due 1926		:			19,800.00	
\$10,222,974.88 \$10,222,974.88 \$23,120,611.15 \$23,000.00	-108 West End Avenue, New York, at 51/2 per						
\$10,222,974.88 \$10,222,974.88 \$23,120,611.15 \$23,000.00	cent, due 1928	40,000.00	-		:	40,000.00	
\$10,222,974.88 \$10,222,974.88 \$2,533,311.75 \$23,310,611.15 \$23,000.00	perty at Williamsbridge, New York, at 41/2 to 6						
\$10,222,974,88 \$10,222,974,88 \$23,120,611,15 \$23,000,00	per cent, due 1925	201,282.50	:		9,800.00	191,482.50	
\$23,120,611.15	013	,222,974.88 \$10,222	,074.88	\$2,533,311.75	\$1,298,122.82	\$1,298,122.82 \$11,458,163.81 \$11,458,163.81	\$11,458,163.81
52,000.00	Totals	\$23,120	51.119,				
			.000.00				\$60,000.00
\$23,068,611.15		\$23,068	,611.15				\$11,398,163.81

SECURITIES—SUMMARY

At June 30, 1925	At June Book	At June 30, 1924 Book Value	Increase 1924-1925	Decrease 1924-1925	At June 30, 1925 Book Value	30, 1925 Value
Schedule I—Railroad Schedule II—Public Utility Schedule III—State and Municipal Schedule IV—Industrial Schedule VV—Foreign Government Schedule VI—United States Government Schedule III—Builtoud Schedule III—Public Utility Schedule III—Public Utility Schedule III—Industrial	\$5,190,769,67 2,444,753.30 35,963.66 178,562.36 85,856.42 335,131.07 3,186,665.73 444,019.74 387,289.58	\$8,271,036.48	\$256,182.91 146,637.81 5,146.00 190,632.38 6,300.52	\$125,192.60 106,325.06 1.97 28,145.26 788.43 328,635.57 671,349.09 272,080.45 771.58	\$5,321,759.98 2,485,066.05 35,906.05 155,563.10 85,067.99 6,495.50 2,705,949.02 178,239.81 386,588.00 6,47,491.60	\$8,089,914.31
MISCELLANEOUS. BONDS AND MORTGAGES, Less Reserve.	0001874	4,623,396.55 3,203.24 10,170,974.88	19,611.19	3,201.24		3,918,238.33 19,613.19 11,398,163.81
Total		\$23,068,611.15	\$3,201,982.56	\$2,844,664.07		\$23,425,929.64
DISTRIBUTION Special Endowments—Principal. Special Endowments—Income. Student Loans. Gifts	\$22,000,048.71 456,118.07 5,066.25 285,314.20 322,063.92	\$22,000,048.71 456,118.07 5,066.25 285,314.20 322,063.92	\$895,146.87	\$58,841.43 190,627.95 290,148.40	\$22,805,195.58 397,276.64 6,855.65 94,686.25 31,915.52	\$22,895,195.58 397,276.64 6,855.65 94,686.25 31,915.52
Total	\$23,068,611.15	\$23,068,611.15	\$896,936.27	\$539,617.78	\$23,425,929.64	\$23,425,929.64

REDEMPTION FUND

Balance in Fund at June 30, 1924		\$750,000.00 100,000.00
Balance in Fund at June 30, 1925		\$850,000.00
Composed of:		
BONDS		
\$30,000 Baltimore & Ohio R. R. Co.'s (P. L. E. & W. Va. System) 40-year 4 per cent. Refunding Bonds, due		
1941	\$27,450.00	
7,000 Consolidated Gas Co.'s 5½ per cent. Temporary Certificates, due 1945	7,229.25	
14,000 Grand Trunk Railway Co.'s 7 per cent. Deben-	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
ture Bonds, due 1940	14,000.00	
First Mortgage Bonds, due 1989	27,750.00	
700 United States of America First Liberty Loan 41/4 per cent. Converted Bonds, due 1947	700:00	
600 United States of America Second Liberty Loan	700:00	
41/4 per cent. Converted Bonds, due 1942	600.00	No.
700 United States of America Third Liberty Loan 41/4 per cent. Bonds, due 1928	681.33	
150 United States of America Fourth Liberty Loan	4.50.00	
4½ per cent. Bonds, due 1938	150.00	
Notes, due 1927	15,000.00	93,560.58
BONDS AND MORTGAGES		
On Northwest corner Avenue A and East 13th Street,		
New York, at 6 per cent., due 1925	\$63,000.00	
On 21 Claremont Avenue, New York, at 5 per cent., open mortgage	190,000.00	
On Northwest corner Second Avenue and 12th Street,		
New York, at 5½ per cent., due 1927 On 212 Grand Street, New York, at 5½ per cent., due	80,000.00	
1927	24,000.00	
On 163-173 Sterling Place, Brooklyn, at 5½ per cent., due 1926	\$0,000.00	
On 745 East 6th Street, New York, at 6 per cent., due	00,000.00	
1926	35,400.00	
due 1929	100,000.00	
On 47 West 47th Street, New York, at 6 per cent., open mortgage	56,400.00	
On 12 West 48th Street, New York, at 51/2 per cent., due	30,400.00	
1927	50,000.00	
On 160 West 48th Street, New York, at 6 per cent., due 1928.	45,000.00	
On 534-550 West 58th Street, New York, at 5½ per cent.,	90 600 03	754 400 02
due 1929	80,690.02	754,490.02
Cash		30,467.79
Less deposit with United States Trust Company		\$878,518.39 28,518.39
200 Deposit with Children States Trace Company		
		\$850,000.00

UNIVERSITY LAND, BUILDINGS AND EQUIPMENT

	At June 30, 1924	30, 1924	Additions 1924-1925	Deductions 1924-1925	At June 30, 1925	30, 1925
Land: 114th to 116th Streets, Amsterdam Avenue and Broadway	\$2,022,440.06 53,239.90	\$1 07E \$10 0\$			\$2,022,440.06 53,239.90	, , , , , , , , , , , , , , , , , , ,
116th to 120th Streets, Amsterdam Avenue and Broadway. Improvements to Grounds.	2,000,000.00	06.6.0.0.0.79	: : : : : : : : : :		2,000,000.00	06:6/0':2/0':30
116th Street, north side, Morningside Drive to Amsterdam Avenue		2,429,601.17 563,193.40				2,429,601.17 563,193.40
dam Avenue		503,656.95				503,656.95
CanalImprovements and additions to Baker Field	818.459.22	06 603 900	\$105,147.87	\$82,330.57	736,128.65	
Avery Library Building: Construction. Boathouse at Highland, N. Y.		339,021.42 30,040.00				339,021.42 30,040.00
Crocker Research Building: X-Ray Equipment	164,844.65	18,465.53			164,844.65	18,465.53
Engineering Building: Construction Equipment	284,075.50			: :	284,075.50	304,850.97

		At June 30, 1924	30, 1924	Additions 1924-1925	Deductions 1924-1925	At June 30, 1925	30, 1925
Faculty House:	Construction	\$297,483.42	nr 034 7064	\$867.01		\$298,350.43 29,486.39	70 VC0 FCC6
Fayerweather Hall:	Construction	274,113.67	\$3.00,130.13			274,113.67	\$321,830.82
Furnald Hall:	Construction	352,666.66 23,122.12	27 788 78			352,666.66 23,122.12	27.500,272
Hamilton Hall:	Construction	486,572.26 24,156.49	27 802 019			486,572.26 24,156.49	27.802.013
Hartley Hall:	Construction	337,202.65 20,066.55	00090238			337,202.65 20,066.55	000000000000000000000000000000000000000
Havemeyer Hall:	Construction	516,488.62 54,074.86	02.503.100			516,488.62 54,074.86	07.604,105
Havemeyer Annex: Kent Hall:	Construction		530,692.42	223,550.99 1,250.00 1,170.25	3,550.99 1,250.00 1,170.25	531,942.42	223,550.99
Library Building:	Construction	1,108,213.09 97,357.96 46,600.00	30 14 030 1			1,108,213.09 97,357.96 46,600.00	303,112.07
Livingston Hall:		333,607.50	353,873.48			333,607.50	353,873.48
Chemical Engineering Building:	Construction	:	3,100.44				3,100.44

College of Dental and Oral Surgery: Construction and Equipment Students Hall:	ege of Dental and Oral Surgery: Construction and Equipment		565,213.59	11,022.33			576, 235.92 43, 788.25	
Philosophy Building:	Construction	:	349,694.66			:	349,694.66	I
President's House:	ConstructionFurnishing	196,830.82 24,410.17				196,830.82	00000	REP
St. Paul's Chapel:	Construction	266,676.54 34,246.62	221,240.99	6,387.00		266,676.54	66.042,127	ORT
Schermerhorn Hall:	Construction Equipment	457,658.17	300,923.10			457,658.17	307,310.10	O F
School of Business:	Construction	818,965.60 45,392.36	273,444,574	180,485.78		999,451.38 66,260.49	70,444,64	тнв
School of Journalism:	Construction	534,863.38	004,537.90			534,863.38 28,637.83	1,003,711.67	тк
School of Mines Building:	Construction	305,506.29				305,506.29	12:106:606	EAS
Physics Building:	Construction		323,201.14	86,237.91		86,237.91	\$23,207.14	URE
University Hall:	Construction	983,657.05 17,214.26 118,828.52 43,140,23		3,433.63	\$65.89	983,657.05 20,647.89 228,507.16 43,149.23	16:162,06	R
	Commons Equipment		1,181,097.51	777.50	5,082.39	13,943 56	1,289,904.89	483

	At June	At June 30, 1924	Additions 1924-1925	Deductions 1924-1925	At June 30, 1925	0, 1925
Johnson Hall: Construction	\$514,220.27		\$587,329.99		\$1,101,550.26	
Equipment	30,739.44		49,037.16		79,776.60	
Commons Equipment			25,670.13		25,670.13	
		\$544,959.71				\$1,206,996.99
No. 411 West 117th Street, (Maison Francaise)		33,291.39				33,291.39
No. 413 West 117th Street, (Chaplain's Residence)		23,439.12				23,439.12
No. 415 West 117th Street, (Dean's Residence)		23,439.12			:	23,439.12
No. 419 West 117th Street, (Columbia House)		30,000.00				30,000.00
Class of 1880, Gates		2,000.00				2,000 00
Class of 1881, Flagstaff:		4,600.00				4,600.00
Class of 1885, Sun-Dial		10,000.00				10,000.00
Class of 1886, Granite Exedra	:	5,000.00	: : : : : : : : : : : : : : : : : : : :			5,000.00
Class of 1888, Gates		2,000.00				2,000,00
Class of 1889, Mines "Hammerman"		5,000.00				5,000.00
Class of 1891, Gates		15,000.00				15,000.00
Class of 1897, Boat-house		8,000.00	:		:	8,000.00
Class of 1893, Chapel Bell		5,114.84				5,114.84
Class of 1906, Clock		1,159.16				1,159.16
Fountain of the God Pan		12,013.50				12,013.50
Granite Posts for Class of 1891 Gates		2,563.00	:		:	2,563.00
Hamilton Statue		10,900.00	:			10,900.00
Lighting University Grounds	::	1,035.00	: : : : : : : : : : : : : : : : : : : :			1,035.00
Pylon (Class of 1890 Arts and Mines Gift)		8,598.72	:		:	8,598.72
Setting Bust of Professor Egleston (Class of 1883, Mines, Gift).	iift).	390.00				390.00
Seth Low Memorial Tablet		1,010.00				1,010.00
Marcellus Hartley Research Tablet	:	417.00	: : : : : : : : : : : : : : : : : : : :			417.00
John B. Pine Tablet	:	750.00	6 624.00			1,374.00
Van Amringe Memorial	:	20,738.34				20,738.34
Statue of Science and Pylon	:		13,148.95	13,148.95		13,148.95
	-				•	

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4	O	

REF	ORT O	F THE	TREASURE	R	485
15,371.71 9,977.50 1,850.98 2,000.00 19,972.70 250.00	5,113.34	4,932.88 850.00 16,500.00 7,100.00		57,274.84	372,058.68 107,140.39
			2,579.90 749.25 8,168.98 2,882.77 38,033.59 4,814.55	45.80	
5,371,71 9,977.50 1,850,98	\$4,490.42 11,452.67				
-		8,552.00			
2,000.00 19,972.70 250.00	21,056.43	4,932.88 850.00 7,948.00 7,100.00		57,274.84	372,058.68 107,140.39
	5,113.34 4,490.42 11,452.67		2,579.90 749.25 8,168.98 2,882.77 38,033.59	45.80	
Removal and Re-erection of Feuce. Baker Field Grandstands. Baker Field Fence. Hegeler Furnace. Model of Buildings and Grounds. Model of Coal Mine. Braden Mine Models.	Repairs and Equipment of Old Buildings: East Hall South Hall West Hall	South Court Fountains	Assessments: Boulevard Sewer. 129th Street Sewer. Opening and acquiring title to Addition to Riverside Park. Opening 116th Street. Opening 120th Street.	On 116th Street for Inwood Park	Expenses During Construction and Kemoval to New Site— (Net)

	At June 30, 1924	30, 1924	Additions 1924-1925	Deductions 1924-1925	At June	At June 30, 1925
Vaults: East.	\$30,382.79 37,316.40	\$67,600,10			\$30,382.79 37,316.40	667 600 10
Medical School: Buildings. Equipment	628,969.31		: :		628,969.31 14,950.26	A. T. A.
Library. Roof Laboratory. School of Dentistry. School of Dentistry.	1,400.00 14,938.07 39,084.92				1,400.00 14,938.07 39,084.92	
New Site. Improvements to New Site. New Buildings.	1,180,000.00		\$2,043.50	\$2,043.50 99.573.76	1,180,000.00 2,043.50	
Camp Columbia, Morris, Conn		2,306,759.04 39,765.27				2,408,376.30 39,765.27
Less Reserve for Depreciation of Commons Equipment	\$9,583.88	\$20,637,671.45 \$1,597,821.92	\$1,597,821.92	\$103,421.94	\$8,518.28	\$22,132,071.43
		\$20,627,887.57				\$22,123,353.15

OTHER PROPERTY

	At June 30,		Decrease and	At June 30,
	1924	Increase	Depreciation	1925
83 Barclay StreetBuilding	\$1.00			\$1.00
503/11 Broadway (Less. Reserve \$794.91)	689,838.16	\$7,241.36		697,079.52
	425,000.00		\$425,000.00	
21 Claremont Avenue and Building	347,872.70		7,475.07	340,397.63
21 Claremont AvenueEquipment	3,622.58			3,622.58
29/35 Claremont Avenue (Less Reserve \$63.00)	457,325.13	30,348.69		487,673.82
29/35 Claremont Avenue	43,523.79			43,523.79
39/41 Claremont AvenueLand and Building	452,591.11		4,034.79	448,556.32
460/4 Riverside DriveLand and Building	672,086.27		28,757.31	643,328.96
18 East 16th Street Land	167,109.75			167,109.75
612 Flfth AvenueBuilding and Lease		70,495.00		70,495.00
	118,465.19		6,599.31	111,865.88
620 Fifth Avenue Building and Lease	97,426.25		5,847.93	91,578.32
626 Fifth Avenue and 1 West 50th StreetBuilding and Lease	513,392.26	4,162.22	34,780.52	482,773.96
I	165,161.93	10,000.00	23,680.65	151,481.28
		11,103.50		11,103.50
	6,723.24		240.12	6,483.12
41 West 47th StreetLand and Building	61,750.72			61,750.72
31 West 48th StreetBuilding		11,038.50		11,038.50
2 West 50th StreetBuilding and Lease	18,384.06		1,313.15	17,070.91
	137,266.38		8,329.12	128,937.26
	9,991.82		624.48	9,367.34
	1.00			1.00
	26,219.80		340.00	25,879.80
	22,350.85		262.12	22,088.73
	21,998.74		249.54	21,749.20
	23,678.07		309.51	23,368.56
	22,854.89		280.11	22,574.78
435 West 117th StreetLand and Building	23,122.53		289.68	22,832.85
	\$4,527,758.22	\$144,389.27	\$548,413.41	\$548,413.41 \$4,123,734.08
Real Estate (Amos F. Eno Endowment)Land and Buildings	4,973,090.00	286,844.45	13,085.00	13,085.00 5,246,849.45
	\$9,500,848.22 \$431,233.72	\$431,233.72		\$561,498.41 \$9,370,583.53

SPECIAL ENDOWMENTS

	At June 30, 1924	Additions, 1924-1925	At June 30, 1925
(A) For General Purposes BURGESS (ANNIE P.) FUND:			
Bequest of the late Annie P. Burgess to the general endowment of the University. Established 1913.	\$63,396.26	\$792.45 64,188.71	
BURGESS (JOHN W.) FUND: Gift of Anonymous Donors to the general endowment of the University. Established 1910	100,000.00	Decrease	\$100,000.00
CARPENTIER (H. W.) ENDOWMENT FUND: Legacy of the late Horace W. Carpentier, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1918	1,291,173.83	:	1,291,173.83
CHEESMAN (T. M.) FUND: Bequest of the late Dr. T. M. Cheesman, formerly a trustee of the University, for the general purposes of the University. Established 1920.	11,025.00	137.81 11,162.81 Decresse	
CIVIL ENGINEERING TESTING LABORATORIES FUND: Created by act of the Trustees on January 5, 1925 by the transfer of the sum of \$10,000 from the unexpended balance on June 30, 1924 of receipts from the Civil Engineering Testing Laboratories, this sum to be set up as a Civil Engineering Testing Laboratories Fund, the income or principal of which shall be used as the Trustees may from time to time determine for the support and development of the work of these laboratories. Established 1925		. 12,983.34	12,983.34
CLASS OF 1895 ARTS AND MINES FUND: Gift of the Class of 1895 Arts and Mines to inaugurate the Columbia University Permanent Alumni Fund, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1919	3,000.00	5,000.00	10,000.00

COLUMBIA UNIVERSITY PERMANENT ALUMNI FUND: Gift of the Alumni Federation of Columbia University, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1922	22,354.11	16,145.89	38,500.00	
FRANK (JOHN) FUND: Bequest of the late John Frank, the principal and income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1923	2,389.85	29.87 2,419.72 Decrease		REPO
HOFFMAN (CHARLES FREDERICK) FUND: Bequest of Charles Frederick Hoffman, for the general purposes of the University. Established 1921	5,512.50	68.90 5,581.40 Decrease		RT
KENNEDY (JOHN STEWART) ENDOWMENT FUND: Bequest of the late John Stewart Kennedy, a Trustee of Columbia University 1903 to 1909. Established 1910.	2,220,000.00	587,820.91	2,807,820.91	OF TI
LANGELOTH (JACOB) FUND: Bequest of the late Jacob Langeloth. Established 1915	5,000.00	62.50 5,062.50 Decrease	:	не т
MOWER (SARA E.) FUND: Bequest of the late Sara E. Mower as a memorial to Mandeville Mower, the principal and income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1919.	100.271.28	9,954.76 110,226.04 Decrease		REASU
PELL (MARY B.) LEGACY: Bequest of the late Mary B. Pell, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1914	2,300.04	2,115.00	4,415.04	RER
VAN CORTLANDT (ROBERT B.) FUND: Bequest of the late Robert B. Van Cortlandt, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1918	710,881.44		710,881.44	489

	At June 30, 1924	Additions, 1924-1925	At June 30, 1925
WEBBER FUND: Bequest of the late John Webber, for the general purposes of the University. Established 1918	\$1,102.50	\$13.78 1,116.28 Decrease	
(B) For Designated Purposes	\$4,540,406.81	\$435,367.75	\$4,975,774.56
ADAMS (ERNEST KEMPTON) FUND FOR PHYSICAL RESEARCH: Gift of Edward D. Adams, in memory of his son, the late Ernest Kempton Adams. Such part of the income as shall be designated by the Trustees to be applied to the stipend of the Research Fellow pursuing researches in the Physical Sciences or in their practical applications; the income received in excess of such stipend to be used in the publication and distribution of the results of the investigation carried on by such Fellows. Established 1904	50,000.00		50,000.00
ALDRICH (JAMES HERMAN) SCHOLARSHIP FUND: Gift of James H. Aldrich, of the Class of 1863, to establish this fund in commemoration of the fiftieth anniversary of his graduation. Established 1913	5,000.00		5,000.00
ANONYMOUS FUND FOR CHURCH AND CHORAL MUSIC: Gift of an anonymous donor to establish this fund; the income to be used to maintain a Professorship in Church and Choral Music. Established 1913	100,859.36		100,859.36
ANONYMOUS FUND FOR THE DEPARTMENT OF MINING AND METALLURGY: Gift of an Anonymous Donor to establish a fund for the use and benefit of the Department of Metallurgy in the School of Mines, the income of the fund to be paid to the wife of the donor during her lifetime and thereafter to the donor, should he survive her. Established 1925		100,000.00	100,000.00
ART PROFESSORSHIP FUND: Bequest of Hugo Reisinger to found a professorship of the History of Arts. Established 1916	100,000.00		100,000.00

AVERY ARCHITECTURAL FUND: Gift of Samuel P. Avery and Mary Ogden Avery in memory of their deceased son, Henry Ogden Avery, the income of the fund to be applied to the purchase of books relating to architecture, decorations and allied arts. Established 1890, and augmented in 1910 by \$20,000	50,000.00		50,000.00	
BAIER (VICTOR) FELLOWSHIP FUND: Bequest of the late Victor Baier to establish a fellowship in church music to be governed by such rules and regulations as may be determined by the Trustees. Established 1922	19,950.67	49.33	20,000.00	REPO
BARKER (CLARENCE) MUSICAL SCHOLARSHIP FUND: Bequest of the late Mrs. Virginia Purdy Bacon, to establish a graduate scholarship in the Department of Music. Established 1921	20,173.75	4,826.25	25,000.00	RT OF
BARNARD FELLOWSHIP FUND: Legacy from the late President Barnard to establish the 'Barnard Fellowship for encouraging Scientific Research.' Established 1889	10,000.00	10,000.00	10,000.00	тне
BARNARD LIBRARY FUND: The residuary estate of the late President Barnard was left to the Trustees of Columbia College to constitute a fund under the name of the 'Barnard Fund for the Increase of the Library,' the income of which is to be devoted to the purchase of books. especially those relating to physical and astronomical science; but out of the income of this fund so much as may be necessary is to be applied in procuring a gold medal of the bullion value of not less than \$200, to be styled the 'Barnard Medal for Meritorious Service to Science,' to be awarded every five years on the judgment of the National Academy of Science of the United States. The medal will be next awarded in June, 1930. Established 1889.	59,600.00	59,600,00	59,600.00	TREASURER
BARNARD (MARGARET) FUND: The residuary estate of the late Margaret Barnard, widow of the late President Barnard, was left to the Trustees of Columbia College, 'to augment the sum left by my late husbaud.' Established 1892	16,250.00	16,250.00	16,250.00	491

	At June 30, 1924	Additions, 1924-1925	At June 30, 1925
BECK FUNDS: The late Charles Bathgate Beck bequeathed the sum of \$10,000 to be applied as follows: \$2,000 to found one free scholarship, the income to be applied 'to the free yearly tuition and education in said College of one student forever, under such terms and conditions as the rules of said College and said Trustees shall prescribe. The income of the remaining \$8,000 to be used for an annual prize 'to the student in the Law School who shall pass the best examination in Real Estate Law.' Established 1899. Beck Scholarship Fund. \$9,000.00	\$10,000.00		\$10,000.00
BEEKMAN (GERARD) FUND: Bequest of the late Gerard Beekman, formerly a Trustee of Columbia University, the income to be used in connection with the work of the Chaplain. Established 1920	10,000.00	:	10,000.00
BEER (JULIUS) LECTURE FUND: Bequest of the late Julius Beer, the income of which is to be applied to providing lectures at intervals not exceeding three years, by lecturers nominated by the Faculty of Political Science and confirmed by the Trustees. Established 1903.	10,000.00		10,000.00
BENNETT PRIZE FUND: Gift of James Gordon Bennett, the income, or a medal of equal value, to be given for 'an essay in English prose upon some subject of contemporaneous interest in the domestic or foreign policy of the United States.' Established 1893	1,000.00		1,000.00
BERGH (HENRY) FUND: Anonymous Gift, the income to be used for the promotion of humane education. Established 1907	100,000.00		100,000,00
BLUMENTHAL ENDOWMENT FUND: Gift of George Blumenthal for the endowment of a Chair of Politics. Established 1906	108,424.83		108,424.83

	REP	ORT	OF THE	REASU	JRER	493
19,667.50	100,000.00	6,200.00	1,200.00	22,000.00	32,250.00	1,247.00
		:			32,250.00	1,247.00
19,667.50	100,000.00	6,200.00	1,200.00	22,000.00	32,250.00	1,247.00
BLUMENTHAL (GEORGE, Jr.) SCHOLARSHIP FUND: Gift of Mr. and Mrs. George Blumenthal, the income to be awarded to students of Medicine to cover the cost of tuition, or for other purposes. Established 1909.	BONDY (EMIL C.) FUND: Bequest of the late Emil C. Bondy, the income of which is to be applied, first, toward investigation into the cause, prevention and cure of cancer, and second, toward general research in medicine and surgery and their allied subjects. Established 1916	BORING FELLOWSHIP FUND: Gift of Mr. Edward C. Moore, Jr., to establish a Fellowship in the School of Architecture. Estab- lished 1922.	BRAINARD (EDWARD SUTLIFF) MEMORIAL PRIZE FUND: Gift of Miss Phoebe T. Sutliff in memory of her nephew Edward Sutliff Brainard of the Class of 1921, the income to be awarded annually to that student in the graduating class of Columbia College who is adjudged by his classmates, according to such rules as the Faculty may prescribe, as most worthy of distinction on the ground of his qualities of mind and character. Established 1920.	BRIDGHAM (SAMUEL WILLARD) FUND: Gift of Mrs. Fanny Bridgham to establish a fund, in memory of the late Samuel Willard Bridgham, of the Class of 1867, School of Mines, the income to be applied to the support of a Fellowship to be awarded annually by the Faculty of Applied Science. Established 1915	BULL (WILLIAM T.) MEMORIAL FUND: From the William T. Bull Memorial Fund Committee in honor of the late William T. Bull, M. D., the income to be applied to meet the cost of conducting original research under the direction of the Department of Surgery. Established 1911.	BUNNER PRIZE FUND: Gift of friends of the late Henry Cuyler Bunner, the income to be used to provide every year the 'H. C. Bunner Medal,' to be given to the student who shall present the best essay on an assigned subject in American literature. Established 1896,

	At June 30, 1924	Additions, 1924-1925	At June 30, 1925
BURGESS (ANNIE P.) SCHOLARSHIP FUND: Bequest of the late Annie P. Burgess to establish a fund, the income to be applied to the tuition and expenses each year of a worthy and deserving young man of good habits and Christian character. Established 1913.	\$5,000.00		\$5,000.00
BURGESS (DANIEL M.) SCHOLARSHIP FUND: Bequest of the late Annie P. Burgess to establish a fund, the income to be applied to the tuition and expenses each year of a worthy and deserving young man of good habits and Christian character. Established 1913	5,006.00		5,000.00
BUTLER (NICHOLAS MURRAY) MEDAL FUND: Gift of Archer M. Huntington to establish a fund, the income to be used in providing a gold medal every five years for the most distinguished contribution made anywhere in the world to philosophy, or to educational theory, practice or administration. Established 1914	3,000.00		3,000.00
BUTLER (RICHARD) SCHOLARSHIP FUND: Gift of Mrs. Richard Butler in memory of her deceased husband, Richard Butler. Open to students born in the State of Ohio. Established 1903	5,500.00	:	5,500.00
CAMPBELL SCHOLARSHIP FUND: Gift of \$1,000 each from Miss Maria L. Campbell and Miss Catherine B. Campbell to establish two scholarships in Columbia College in memory of Robert B. Campbell, of the Class of 1844, and Henry P. Campbell, of the Class of 1847. Established 1900	6,000.00		6,000.00
CARPENTIER (EDWARD R.) FUND: Gift of Mrs. Maria H. Williamson for the endowment of a 'Professorship, or an endowed lecture- ship, on the origins and growth of civilization among men. Established 1906	250,000.00		250,000.00
CARPENTIER (JAMES S.) FUND: Gift from General H. W. Carpentier to establish a fund in memory of his brother, James S. Carpentier, for the benefit of the Law School. Established 1903	300,000.00	300,000.00	300 000.00

	REP	ORT OF	тнн	ET	REASU	RER	495
100,000.00	282,704.38		180,000.00	150,000.00	7,500.00	1,100.00	1,050.00
	\$80.96						1,050.00
100,000.00	282,623.42		180,000.00	150,000.00	7,500.00	1,100.00	1,050.00
CARPENTIER (R. S.) FUND: Gift from General H. W. Carpentier towards a professorship in the Medical School, in memory of Reuben S. Carpentier. Established 1904	CASTNER (HAMILTON YOUNG) FUND: Bequest of the late Cora M. Perkins, the income to be invested by the Trustees of Columbia University in such manner as shall in their judgment most effectively encourage chemical investigation and research. Established 1923	CENTER FUND: Gift of Mary E. Ludlow, in memory of her son, the late Robert Center, the income to be applied either to the salary of a Professor of Music, or of other Instructors of Music, or to Fellowships, Scholarships in Music, or to be used in any one or more of these or such other ways as shall, in the judgment of the Trustees, tend most effectually to elevate the standard of musical instruc-	tion in the United States, and to anord the most tavorable opportunity for acquiring instruction of the highest order. Established 1896	CHAMBEKLAIN (JOSEPH F.) ENDOWMENT FOND: Gift of Joseph P. Chamberlain for the endowment of a chair of legislation. Established 1917	CHANDLER (CHARLES FREDERICK) FUND: From the Alumni of Columbia University to establish this fund in honor of Professor Charles Frederick Chandler, the income to be applied to the delivery and publication of at least one public lecture each year on some phase of the science of Chemistry, etc. Established 1910	CHANLER PRIZE FUND: Bequest of J. Winthrop Chanler, of the Class of 1847, to found an annual prize for 'the best original manuscript essay in English prose on the History of Civil Government of America, or some other historical subject. Established 1877.	CHAPEL MUSIC FUND: Gift of Gerard Beekman of the Class of 1864 to establish this fund, the income to be applied to the purchase of suitable music for use in the services in St. Paul's Chapel. Established 1913

At June 30, 1925	\$15,250.00	10,000.00	99.01	2,000.00	10,600.00	400.00
Additions, 1924-1925						
At June 30, 1924	\$15,250.00	10,000.00	99.01	2,000.00	10,600.00	400.00
	CLARK SCHOLARSHIP FUND: Bequest of the late Alonzo Clark, M. D., formerly President of the College of Physicians and Surgeons, for the purpose of promoting the discovery of new facts in medical science. First prize bestowed October 1, 1894	CLASS OF 1848 SCHOLARSHIP FUND: Gift of an anonymous friend, for the endowment of two Scholarships in Columbia College. Established 1902.	CLASS OF 1869 FUND: Representing the amount held by the Treasurer of the Class of 1869 at the time of his death. The income or principal to be used as the surviving members of the class may designate. Established 1924.	CLASS OF 1881 ARTS AND MINES FUND: Gift of the Class of 1881 Arts and Mines in commemoration of the fortieth anniversary of their graduation, for the maintenance of the class of 1881 flagpole and for the purchase of Columbia flags. Established 1921.	CLASS OF 1885 SCHOOL OF MINES FUND: Gift of the Class of 1885 School of Mines in commemoration of the twenty-fifth anniversary of their graduation, the income to be applied to the maintenance of a Scholarship in the Schools of Mines, Engineering and Chemistry. Established 1910	CLASS OF 1888 ARTS AND MINES FUND: For the maintenance of the Class of 1888 Gates. Established 1917

CLASS OF 1889 MEDAL FUND: Gift of the Class of 1889 School of Mines in commemoration of the twenty-fifth anniversary of their graduation, the income to be applied to the cost of a medal to be awarded triennially to a graduate of the School of Mines, or of any of the schools of applied science or architecture, who shall have distinguished himself by eminent achievement in any sphere of human effort. Established 1915	500.00		500.00	R
CLASS OF 1892 ARTS AND MINES FUND: Gift of the Class of 1892 Arts and Mines for the endowment of rooms 633 Hartley and 431 Furnald, the occupancy thereof to be awarded as provided in the deed of gift. Established 1917	6,600.00		6,600.00	EPORT
CLASS OF 1896 ARTS AND MINES SCHOLARSHIP FUND: Gift of the Class of 1896 Arts and Mines, in commemoration of the twenty-fifth anniversary of their graduation. Established 1921	12,000.00		12,000.00	of 1
CLASS OF 1901 DECENNIAL FUND: Gift of the Class of 1901 College and Applied Science, the income to be applied toward the expenses of maintaining the work of the Committee on Employment of Students. Established 1911	1,400.00		1,400.00	не ты
CLASS OF 1905 FUND: Gift of the Class of 1905 College and Science, the income to be disposed of yearly by direction of the Class, the accumulated interest being added to the principal if the Class make no direction. In 1930 the entire fund with accumulations and additions shall be applied to some University, athletic or alumni, activity as directed by the Class and if the Class make no direction, the entire fund with accumulations and additions shall become the property of the University, as a gift from the Class. Established 1915.	1,225.00		1,225.00	REASURER
COCK (THOMAS F., M. D.) PRIZE FUND: Bequest of the late Augustus C. Chapin, the income to be used to provide an annual prize to be known as the "Thomas F. Cock, M. D., Prize' for the best thesis on puerperal fever. Established 1915	1,125.00	1,125.00	1,125.00	497

	At June 30, 1924	Additions, 1924-1925	At June 30, 1925
COLLINS (PERRY McDONOUGH) SCHOLARSHIP FUND: Bequest of the late Kate Collins Brown; the annual income to be divided into amounts of three hundred dollars (\$300) to be paid annually under such rules and regulations as the Board of Trustees of the College may from time to time establish, to each of those undergraduates in the academic and scientific courses of the College whose pecuniary condition and resources are, in the judgment of the Board of Trustees, insufficient to defray the expenses of his college education; and if the College is unable in any year to use the entire income of the said Fund for the purposes aforesaid, after making every proper effort so to do, the balance of the income from the Fund in that year, not needed for the aforesaid purposes, shall be applied to the general purposes of the academic and scientific departments of the College. Established 1918	\$563,883.28		\$563,883.28
COLUMBIA HUDSON-FULTON PRIZE FUND: Gift of the representatives of the various Committees having charge of the reception given on the University grounds in October, 1999, under the auspices of the Hudson-Fulton Celebration Commission, the income to be used for an annual prize or prizes, to be known as the Columbia Hudson-Fulton Prize or Prizes, for an athletic event. Established 1909	1,000.00		1,000.00
COLUMBIA UNIVERSITY FOOTBALL ASSOCIATION FUND: From the Trustees of the trust created by the Columbia University Football Association, the income to be applied towards the support of athletic teams or crews representing Columbia University in intercollegiate sports. Established 1911	10,037.72		10,037.72
CONVERS (E. B.) PRIZE FUND: Gift of Miss Alice Convers and Miss Clara B. Convers to endow, in memory of their brother, Ebenezer Buckingham Convers, of the Class of 1866, a prize in the Columbia Law School. Established 1906	1,100.00		1,100.00

17,025.00	68,818.56	1,455,000.00	1,700.00	50,000.00	25,507.69	10,000.00
	\$8,409.51				3,429.97	10,000.00
17,025.00	60,409.05	1,455,000.00	1,709.00	50,000.00	22,077.72	10,000.00
COTHEAL FUND: Gift of Mrs. James R. Swords and Mrs. Samuel Lawrence as a memorial to their brother, Alexander I. Cotheal, the income to be used for the purchase of books in the Oriental Languages, or relating to Oriental countries. Established 1896	CRAGIN (E. B.) ENDOWMENT FUND: Gifts of various donors to establish this fund in memory of the late Dr. Edwin B. Cragin, the net income to be applied to the support of the Social Service work of the Sloane Hospital for Women, or, in the event that the Social Service work of the said Hospital is otherwise provided for or is discontinued, then such net income shall be expended in such other manner as the Board of Managers of the Hospital may from time to time direct. Established 1919	CROCKER (GEORGE) SPECIAL RESEARCH FUND: Bequest of the late George Crocker, the income to be used in Cancer Research. Established 1911	CROSBY (WILLIAM O.) COLLECTION OF LANTERN SLIDES FUND: Gift of \$1,800 from friends of Professor William O. Crosby, of Boston, to establish and maintain the collection of geological lantern slides in the Department of Geology known by above title. One hundred dollars was made immediately available and \$1,700 is to constitute a permanent fund, the income only to be used for above purposes. Established 1913	CURRIER (NATHANIEL) FUND: Bequest of Lura Currier, to establish the Nathaniel Currier Fund, the income to be used for the purchase of books for the Library. Established 1908	CURTIS (CARLTON C.) FUND: Gift of Carlton C. Curtis for the endowment of a branch of creative investigation under the terms and conditions as set forth in the deed of gift. Established 1921	CURTIS FELLOWSHIP FUND: Gift of the George William Curtis Memorial Committee to establish a fellowship in the School of Political Science in Columbia University, to bear the name and to perpetuate the memory of the late George William Curtis; the holder of the fellowship to devote himself to the study of the science of government, with a special view to its application to the then existing condition of the United States, or the State or City of New York, and to publish a monograph on some sub- ject relating to the then existing condition of the United States, etc. Established 1899

At June 30, 1925	\$1,300.00	117,690.00	15,000.00	86,600.00	1,070.00
Additions, 1924-1925					
At June 30, 1924	\$1,300.00	117,690.00	15,000.00	86,600.00	1,070.00
	CURTIS (GEORGE WILLIAM) MEDALS FUND: Gift from an associate of George William Curtis in the Civil Service Reform work. Established 1902.	CUTTING (W. BAYARD) FUND: Gift of Mrs. W. Bayard Cutting and her children to establish this fund in memory of the late W. Bayard Cutting, of the Class of 1869, the income to provide traveling fellowships. Estab- lished 1913.	CUTTING (W. BAYARD, JR.) FELLOWSHIP FUND: Gift of W. Bayard Cutting, to establish the 'W. Bayard Cutting, Jr. Fellowship Fund.' The income of the fund (to be not less than \$600) is payable to the Graf Erwein von Wurmbrand and the Grafin Eva von Wurmbrand during their lifetime; thereafter, the income shall be used to provide a fellowship in International Law, to be awarded annually at the pleasure of the Trustees, to that student, who, in their judgment, shall have attained a standard of excellence to justify the award. Established 1912.	DACOSTA PROFESSORSHIP FUND: The late Charles M. DaCosta, a member of the Class of 1855, bequeathed to the Trustees of Columbia College \$100,000. Of this sum, the Trustees, on October 6, 1891, for the endowment of a chair in the Department of Biology, set apart \$80,000, which has been increased by the profits of certain investments to	DARLING (EDWARD A.) PRIZE FUND: Bequest of the late Edward A. Darling, formerly Superintendent of Buildings and Grounds, the income to be awarded as a prize each year at Commencement to that student of the senior class in Engineering whose work during his course of study is voted by his classmates to have been the most honest and thorough. Established 1903

DEAN LUNG PROFESSORSHIP OF CHINESE FUND: Gift of an anonymous friend to found a department of Chinese Languages, Literatures, Religion and Law, and especially for the establishment of a Professorship to be known as the Dean Lung Professorship of Chinese. Established 1901	226,200.00		226,200.00	
DE LAMAR (JOSEPH R.) FUND: Bequest of the late Joseph R. De Lamar, the income to be expended in such manner as the Trustees may from time to time direct in accordance with the terms of the bequest. Established 1919.	4,234,420.02	\$207,253.77	4,441,673.79	RE
DEUTSCHER VEREIN PRIZE FUND: Gift of the Deutscher Verein in Columbia University to establish an annual prize in German. Established 1917	1,000.00		1,000.00	PORT
DEVENDORF (DAVID M.) SCHOLARSHIP FUND: Gift of Mrs. David M. Devendorf, to establish the 'David M. Devendorf Scholarship Fund' as a memorial to her deceased husband, David M. Devendorf; the income to provide a scholarship in the College of Physicians and Surgeons. Established 1911	6,500.00		6,500.00	ог тн
DEWITT (GEORGE C.) SCHOLARSHIP FUND: Gift of Mrs. George C. Dewitt of New York to establish this fund, the net annual income to be awarded as a scholarship by the Faculty of Law to any graduate of Columbia College, of Christian parentage and of good mental and moral standing in his class, who may need such assistance to enable him to pursue the three-years' course at the Law School and who, in the judgment of the Faculty of Law, shall be worthy of such privilege; provided that the holder of this scholarship shall reside in one of the Residence Halls of the University during his period of study. Established 1917.	15,301.75		15,301.75	IE TREASUF
DOUGHTY (FRANCIS, M. D.) SCHOLARSHIP FUND: Bequest of Phebe Caroline Swords to establish the 'Francis E. Doughty, M. D., Scholarship Fund' in the College of Physicians and Surgeons, open to members of any class. Established 1912	10,000.00	:	10,000.00	RER
DRISLER CLASSICAL FUND: Gift of Seth Low, formerly President of the University, for the endowment of the 'Henry Drisler Classical Fund' for the purchase of books, maps, charts, busts and such other equipment as will tend to make instruction in the classics more interesting and effective. Established 1894	10,750.00	10,750.00	10,750.00	501

EINSTEIN FUND: Gift of Dr. and Mrs. Charles Waldstein, as a memorial to Mrs. Waldstein's parents, Mr. and Mrs. D. L. Einstein; the income of which is to be awarded annually to that graduate student doing the best and most original work in the field of American Diplomacy. Established 1911.	5,000.00		5,000.00	
ELSBERG (ALBERT MARION) PRIZE FUND: Gift of Mrs. Albert Elsberg to establish this fund as a memorial to her son, Albert Marion Elsberg, of the Class of 1905, the income to provide the 'Albert Marion Elsberg Prize in Modern His- tory. Established 1912.	2,100.00		2,100.00	REP
EMMONS (SAMUEL FRANKLIN) MEMORIAL FUND: Amount collected by the Committee of the Emmons Memorial Fund for a fellowship in Scientific Research. Established 1913	16,585.35		16,585.35	ORT O
ENO (AMOS F.) ENDOWMENT FUND: Bequest of the late Amos F. Eno, the principal and income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1923	5,523,039.56	\$461,636.98	5,984,676.54	FTH
FERGUSON (DAVID W. AND ELLEN A.) FELLOWSHIP FUND: Gift of William C. Ferguson of the Class of 1887, School of Mines, to establish a fellowship in the Department of Chemistry, the holder of the fellowship to devote himself to investigation upon the subject of synthetic drugs and medicines. Established 1921	10,000.00		10,000.00	E TRE
FINE ARTS ENDOWMENT FUND: Gift of an anonymous donor to establish this fund for the benefit of the School of Architecture. Established 1913	298,401.25	2,175.16	300,576.41	ASUR
GARTH MEMORIAL FUND: Gift of Horace E. Garth to establish a fellowship in Political Economy in memory of his son, the late Granville W. Garth. Established 1904	16,500.00	:	16,500.00	ER
GEBHARD FUND: Bequest of Frederick Gebhard to found a Professorship of German Language and Literature. Established 1843	20,000.00		20,000.00	503

	At June 30, 1924	Additions, 1924-1925	At June 30, 1925
GERMANISTIC FUND: Gift of the Germanistic Society and other donors, the income to be applied to the maintenance of instruction and research into matters relating to the German peoples. Established 1920	\$14,700.00		\$14,700.00
GERMAN LECTURE FUND: Gifts for an endowment for Public Lectures in German at the University, the income to be used for advertising, printing, slides, etc. Established 1901	1,250.00		1,250.00
GIES (WILLIAM J.) FELLOWSHIP FUND: Gift of the William J. Gies Fellowship Fund Committee to establish a fellowship in Dental and Medical research. Established 1923	10,717.78	\$280.93	10,998.71
GILDER (RICHARD WATSON) FUND FOR THE PROMOTION OF GOOD CITIZENSHIP: Contributions by the friends of the late Richard Watson Gilder to establish this fund in his honor, the income to be used to enable succeeding classes of students to devote themselves as 'Gilder Fellows' to the investigation and study of political and social conditions in this country and abroad, etc. Established 1911.	48,000.00		48,000.00
GOLDSCHMIDT (H. P.) FUND: Bequest of the late Henry Philip Goldschmidt, the income and principal to be used for the benefit of the Sloane Hospital for Women. Established 1923	5,000.00	:	5,000.00
GOLDSCHMIDT (SAMUEL ANTHONY) FELLOWSHIP FUND: Gift of George B.Goldschmidt, to establish this fund, as memorial to Samuel Anthony Goldschmidt, of the Class of 1871, the income to be used for the maintenance of a fellowship in Chemistry. Established 1908	16,500.00		16,500.00

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	9,500.00	1,000.00	2,500.00	14,363,22	1,000.00	1,012,847.58
00.009						:
11,925.00	9,500.00	1,000.00	2,500.00	14,363.22	1,000.00	1,012,847.58
GOTTHEIL (GUSTAV) LECTURESHIP FUND: Gift from Temple Emanu-El to establish a lectureship, the holder of which is to be nominated by the Professors in the Department of Semitic Languages, subject to confirmation by the Trustees. Established 1903	GOTTSBERGER (CORNELIUS HEENEY) FELLOWSHIP FUND: Bequest of Ellen Josephine Banker to establish a fellowship to bear the name and be in memory of her deceased brother, Cornelius Heeney Gottsberger. Established 1904	GREEN PRIZE FUND: Gift of Mr. and Mrs. Asher Green to establish this fund, in memory of their son, a member of the Class of 1914, the income to provide the Green Prize in the College. Established 1913	GROSVENOR (ROBERT) MEMORIAL FUND: Gift of Mr. William Grosvenor of Providence, R. I., in behalf of his mother and her family, in memory of Robert Grosvenor, deceased, a former member of the Class of 1918 in the Medical School. The income to be used for the purchase of books for the library at the Medical School. Established 1920	HALL (GEORGE HENRY) FUND: Bequest of the late George Henry Hall to establish this fund, the income of which is to be used to maintain continuously one scholar in the University for the full term of four years, such scholar to be selected by the Trustees. Established 1913	HAMILTON (ADELAIDE) BEQUEST: Gift of Miss Adelaide Hamilton to be set apart as a fund for the purchase of books, as a memorial to her father, John Church Hamilton, a son of Alexander Hamilton, a proper book-plate to be set in each volume purchased with the income of the fund. Established 1917	HARKNESS (EDWARD S.) FUND: Gift of Edward S. Harkness, the income to be used for medical education and research. Established 1922.

	At June 30, 1924	Additions, 1924-1925	At June 30, 1925
HARKNESS (MRS. STEPHEN V.) FUND: Gift of Mrs. Stephen V. Harkness, the income to be used for medical education and research. Established 1922	\$1,328,060.40	\$1,328,060.40	\$1,328,060.40
HARRIMAN (REVEREND ORLANDO) FUND: Gift of the children of the late Reverend Orlando Harriman, of the Class of 1835, as a memorial to their father, the income, until further action by the Trustces, to be applied to the salary of the Professor of Rhetoric and English. Established 1908.	102,500.00		102,500.00
HARRIS (ELLEN C.) FUND: Bequest of the late Ellen C. Harris for the erection and endowment of a building as a memorial to her mother, the late Evelina M. Harris. Established 1922	513,090,11	\$222,889.99 Decrease	291,109.12
HARSEN SCHOLARSHIP FUND: Founded by the late Jacob Harsen, M. D., in 1859, the income to be given in prizes. Under an order of the N. Y. Supreme Court in 1903, the income is thereafter to be used for scholarships in the Medical School, to be known as the Harsen Scholarships	31,332.73		31,332.73
HARTLEY (FRANK) SCHOLARSHIP FUND: Gifts from friends of the late Frank Hartley, M. D., to endow a scholarship in the College of Physicians and Surgeons, as a memorial. Established 1914	4,425.00		4,425.00
HEPBURN (A. BARTON) ENDOWMENT FUND: Gift of A. Barton Hepburn, formerly a trustee of the University, the income to be applied, as the Trustees may from time to time provide, to the maintenance and conduct of the School of Business. Established 1918.	480,000.00		480,000.00

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150,000.00	3,510.00	24,329.38	5,000.00	5,000.00	5,000.00	2,300.00
	5.00	24,329.38				2,300.00
150,000.00	3,505.00		5,000.00	5,000.00	5,000.00	2,300.00
HEPBURN (A. BARTON) PROFESSORSHIP FUND: Bequest of the late A. Barton Hepburn, formerly a trustee of the University, to found or aid in founding a professorship in either economics or history. Established 1922	HERVEY (WILLIAM ADDISON) MEMORIAL SCHOLARSHIP FUND: Git of the William Addison Hervey Memorial Committee, the income to provide a scholarship in the department of Germanic Languages. First award October 1, 1925 and biennially thereafter. Established 1924.	HOLT (L. EMMETT) FELLOWSHIP FUND: Bequest of Dr. L. Emmett Holt to establish a fellowship for the study of the diseases of children. Established 1925	HUBER (FRANCIS) SCHOLARSHIP FUND: Gift of Francis Huber to establish a scholarship to be awarded to a student entering the Medical School from an institution other than Columbia College, Barnard College or Hunter College. Established 1921	HUBER (FREDERICK W. Jr.) SCHOLARSHIP FUND: Gift of Dr. Frederick W. Huber to establish a scholarship to be awarded under the terms of the gift, to a student in the first or freshman year in Columbia College. Established 1924	HUBER (VIOLA B.) SCHOLARSHIP FUND: Gift of Francis Huber to establish a scholarship to be awarded to a student entering the Medical School from Hunter College. Established 1921	ILLIG FUND: Bequest of William C. Illig, of the Class of 1882 School of Mines, the income to be applied to the purchase of prizes to be awarded to students of the graduating class of the School of Mines, who shall, in the judgment of the Faculty, have merited the same by commendable proficiency in such scientific subjects as the Faculty may designate. Established 1898

	At June 30, 1924	1924-1925	At June 30, 1925
INDO-IRANIAN FUND: Gift of an anonymous donor to found this Fund, the income to be used for the maintenance of the Department of Indo-Iranian Languages. Established 1908	\$15,000.00		\$15,000.00
JACOBI (ABRAHAM) LIBRARY FUND: Gift of Francis Huber, the income thereof to be expended for the purchase of books and journals on pediatric subjects for the Library of the Medical School. Established 1921	4,021.28	:	4,021.28
JACOBI (ABRAHAM) SCHOLARSHIP FUND: Gift of Francis Huber to establish four scholarships, two of which shall be awarded to students entering the Medical School from Columbia College and two to students entering the Medical School from the College of the City of New York. Established 1921	20,000.00		20,000.00
JAMES (D. WILLIS) FUND: Bequest of D. Willis James, the income to be applied until further action by the Trustees, to the salary of the Professor of Geology. Established 1908.	100,000.00		100,000.00
JANEWAY (E. G.) LIBRARY ENDOWMENT FUND: Gift of Mrs. Russell Sage to establish the E. G. Janeway Library Endowment Fund, the income of which is to be devoted to the maintenance and extension of the Janeway Library in the College of Physicians and Surgeons. Established 1912.	26,750.00		26,750.00
JEFFERSON STATUE MAINTENANCE FUND: For the care and repair of the Statue of Thomas Jefferson. Established 1917. Original gift, \$1,589.92, to which has been added the accrued income of the Fund	1,800.00		1,800.00
KEMP (JAMES FURMAN) FUND: Gift of anonymous donor, the income to be exclusively for the benefit of the Department of Geology and to be used for fellowships, scholarships, loans to students or research. Established 1924	20,000.00		20,000.00

LASHER (JOHN K.) FUND: Bequest of the late John K. Lasher, Jr., the income to be applied toward the support of the work of the Columbia University Christian Association. Established 1920	1,000.00		1,000.00	
LAW LIBRARY FUND: Created by act of the Trustees on March 5, 1900, by the consolidation of the Alexander Cole gift (\$1,500), John J. Jenkins Legacy (\$500); John McKeon Fund (\$1,000), Samson Simpson Fund (\$1,000); and Edgar J. Nathan Gift (\$250), the income to be applied to the purchase of law books. Augmented by act of the Finance Committee, October 2, 1907, by adding the Pyne Law Gift (\$1,000).	5,250.00		5,250.00	REPORT
LEE (THE) FUND: Gift of Dr. and Mrs. Frederic S. Lee to establish this fund, the income to be used to meet the cost of equipment and research in the Department of Physiology. Established 1914	20,000.00	:	20,000.00	OF
LIBBEY (JONAS M.) FUND: Bequest of the late Jonas M. Libbey, the income to be used to promote and support research and to publish and distribute the results of such research in regard to the application of the principles of biological and pathological chemistry, and of electro-chemistry and electro-physics to human need and welfare. Established 1923	33,636.25		33,636.25	THE TR
LOUBAT FUND: Gift of Joseph F. Loubat for prizes to be given every five years for works in the English Language on the History, Geography, Archæology, Ethnology, Philology or Numismatics of North America. First prize, \$1,000; second prize, \$400. Established 1892	7,000.00		7,000.00	EASUR
LOUBAT PROFESSORSHIP FUND: Gift of Joseph F. Loubat to establish the Loubat Professorship in American Archæology. Established 1903	100,000.00		100,000.00	E R
MAISON FRANCAISE ENDOWMENT FUND: Gift of Robert Bacon, the income to be used in defraying the running expenses of the Maison Francaise. Established 1913	5,000.00	5,000.00	5,000.00	509

	At June 30, 1924	Additions, 1924-1925	At June 30, 1925
MANNERS (EDWIN) FUND: Legacy of the late Edwin Manners to establish this Fund. Established 1914	\$3,000.00		\$3,000.00
MARTIN (FREDERICK TOWNSEND) FUND: Bequest of the late Frederick Townsend Martin, the income to be applied to the care and cure of tuberculosis cases through the medium of the Vanderbilt Clinic. Established 1919	10,000.00		10,000.00
MATHEMATICAL PRIZE FUND: Gift of Mrs. Louis T. Hoyt, to establish this fund in memory of her nephew John Dash Van Buren, Jr., of the Class of 1905. Established 1906.	5,500.00		5,500.00
MAYER (RALPH EDWARD) FUND: Contributions by the friends of the late Professor Ralph Edward Mayer to establish this fund to perpetuate the memory of his constant devotion to the University and of his unselfish service to the Alumni, the income to be paid to the family of the late Professor Mayer as long as the Trustees of the Fund may deem it expedient. Later the income is to be used for a scholarship or loan fund for the benefit of deserving students in the Schools of Mines, Engineering and Chemistry who may be in need of assistance. Established 1924		\$11,775.00	11,775.00
McANENY (MARJORIE) SCHOLARSHIP FUND: Gift of Francis Huber to establish a scholarship to be awarded to a student entering the Medical School from Barnard College. Established 1921	5,000.00		5,000.00
McKIM FELLOWSHIP FUND: Gift of Charles F. McKim for two traveling fellowships in the Department of Architecture. The fellowships are awarded in odd-numbered years. Established 1889	20,000.00	20,000.00	20,000.00

R	EPORT	OFT	не т	REASU	JRER	511
12,340.00	1,000.00	1,050.00	10,000.00	10,000.00	2,000.00	2,010.00
		1,050.00	10,000.00	10,000.00		2,010,00
12,340.00	1,000.00	1,050.00	10,000.00	10,000.00	2,000.00	2,010.00
MEDICAL SCHOOL EQUIPMENT FUND: Created by act of the Committee on Finance on October 31st, 1922, by the transfer of \$12,340 received from the United States Government on account of the cost of equipment received from the Columbia War Hospital, this sum to constitute a special fund for the purchase of equipment for the Medical School, the income of which, and if necessary any portion of the principal, to be expended as may be needed under the direction of the Trustees. Established 1924	MEIERHOF (DR. HAROLD LEE) MEMORIAL PRIZE FUND: Gift of Dr. and Mrs. Edward Lee Meierhof, as a memorial to their son, Dr. Harold Lee Meierhof, the income of which is to be awarded annually, in recognition of some meritorious piece of re- search accomplished in the Department of Pathology. Established 1921	MEMBER OF THE CLASS OF 1885 FUND: Gift of Grant Squires, of the Class of 1885, the income to be awarded every five years to defray the expenses of a sociological investigation that promises results of a scientific value. Established 1895	MILLER (GUY B.) FUND: Bequest of the late Guy B. Miller, of the Class of 1898, College of Physicians and Surgeons, for general purposes of the Medical School. Established 1904	MITCHELL (WILLIAM) FELLOWSHIP FUND: Bequest of the late Benjamin D. Stillman to establish, in honor and memory of his friend, William Mitchell, deceased, the William Mitchell Fellowship Fund in Letters or Science. Established 1908.	MOFFAT SCHOLARSHIP FUND: Bequest of William B. Moffatt, M. D., of the Class of 1838, 'for the purpose of one or more scholarships for the education and instruction of one or more indigent students.' Established 1862	MONTGOMERY (ROBERT H.) PRIZE FUND: Git of Robert H. Montgomery to establish this fund, the income to be awarded as a prize to the member of the graduating class of the School of Business who has specialized in accounting and who is deemed by the staff of the School of Business to be most proficient in all courses. Established 1916.

	At June 30, 1924	Additions, 1924-1925	At June 30, 1925
ORRIS (AUGUSTUS NEWBOLD) FUND: Gift of Newbold Morris, of the Class of 1891 Law, in memory of his father Augustus Newbold Morris, of the Class of 1860, the income to provide a fellowship for an advanced student of Pub- ic or Private Law who may be a candidate for the degree of Doctor Juris. Established 1924	\$10,000.00		\$10,000.00
SENTHAL FELLOWSHIP FUND: Gift of the friends of the late Joseph Mosenthal, to found a fellowship in Music. Established 1898	7,500,00		7,500.00
JRRAY (GEORGE W.) FUND: Gift of George Wellwood Murray, of the Class of 1876 Law, to establish this fund, the income to be used for the purchase of books for the Law Library. Established 1924	10,000.00		10,000.00
DRONAUX (JOHN) FUND: Bequest of Dr. John Ordronaux, to establish prizes in the Law School, to be presented annually. Established 1909	3,050.00		3,050.00
BERT PEELE PRIZE FUND: Gift of E. E. Olcott, the income to be given annually to a member of the graduating class in mining and metallurgical engineering who shall have shown the greatest proficiency in his course of study. Established 1925		\$2,000.00	2,000.00
RKINS FELLOWSHIP FUND: Bequest of Willard B. Perkins, the income to be expended every four years for a traveling fellowship in the Architectural Department. Established 1898	5,700.00		5,700.00

			:
			50,000,00
PETERS (WILLIAM RICHMOND, JR.) FUND FOR ENGINEERING RESEARCH:	Gift of Mr, and Mrs, William R. Peters to establish this fund as a memorial to their son, William	Richmond Peters, Jr., of the Class of 1911, Civil Engineering, the income of which is to be ap-	plied to the work of research in the Department of Civil Engineering. Established 1912

PHILOLEXIAN CENTENNIAL WASHINGTON PRIZE FUND:

Barbadienne Foundry, Paris, France, and to be given to that member of the Philolexian Society Gift of the Philolexian Society from J. Ackerman Coles, of the Class of 1864, the accumulated In ington, modeled from life at Mount Vernon, by Jean Antoine Houdon. Bust to be cast at the who, in the opinion of the President of the University, the President of the Society, and a third come to be expended every four years for a duplicate of the life-size bronze bust of George Wash man of their choosing, shall be deemed most worthy, upon his delivery of an orighnal patrioti address, Established 1902.....

PHILOLEXIAN PRIZE FUND;

From the Philolexian Society, the income to be paid to the Society for prizes. Established 190

PHOENIX LEGACY:

queathed to Columbia College, for the purpose of scientific instruction and research. Estab On account of two-thirds part of the residuary estate of the late Stephen Whitney Phoenix, be ished 1881....

PRESIDENT'S HOUSE (FURNISHING AND EQUIPMENT) FUND:

anonymous glit of \$30,000,00 reported to the Trustees on March 6, 1911, and increased from the general funds of the University to \$20,000.00, this sum to constitute the principal of a spe-Created by act of the Trustees on November 6, 1922, by the transfer of \$13,415.13 remaining in the cial fund for the furnishing and equipment of the President's House, the income of which, and if necessary any portion of the principal, to be expended as may be needed under the direction of the President, Established 1922,

50,000,00		1,000,00	1,400.00	402,218.00	17,137.28
:				38,455,35	
50,000.00		1,000.00	1,400.00	363,762,65	17,137.28
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	At June 30, 1924	Additions, 1924-1925	At June 30, 1925
PROUDFIT (ALEXANDER MONCRIEF) FELLOWSHIP FUND: Bequest of the late Alexander Moncrief Proudfit, of the Class of 1892, to found a fellowship for the encouragement of study in English Literature, to be known as the 'Alexander Moncrief Proudfit Fellowship in Letters,' to be held only by such persons as, being the sons of native-born American parents, shall have taken the degree of Bachelor of Arts after a three years' residence in Columbia College, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899.	\$15,000.00		\$15,000.00
PROUDFIT (MARIA MCLEAN) FELLOWSHIP FUND IN MEDICINE: Bequest of the late Alexander Moncrief Proudfit, of the Class of 1892, to found a fellowship to be known as the 'Maria McLean Proudfit Fellowship,' to be held only by such persons, as being the sons of native-born American parents, shall, under the direction of the Medical Faculty of Columbia College, pursue advanced studies in Medicine, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899	15,000.00		15,000.00
PSYCHOLOGY FUND: Gift of John D. Rockefeller, as an endowment of the head professorship of the Psychological Department of Columbia University. Established 1899	100,000.00	:	100,000.00
PULITZER (JOSEPH) FUND FOR SCHOOL OF JOURNALISM: Gift from Joseph Pulitzer to establish and endow a School of Journalism in Columbia University. Established 1903	1,796,206.07	\$30,522.50	1,826,728.57
PULITZER SCHOLARSHIP FUND: Gift of \$100,000 by Joseph Pulitzer to found thirty scholarships for graduates of City Grammar Schools; one-half the sum to be used on improvements on the new site at 116th Street, ✓ Established 1893. Augmented in 1912	302,000.00		302,000.00

	REPORT C)F THE	TREA	SURER	313
5,000.00	1,030.00	1,500.00	22,393.94	10,000.00	12,000.00
			418,94		12,000.000
5,000.00	1,000.00	1,500.00	21,975.00	10,000.00	12,000.00
REISINGER (HUGO) FUND: Bequest of the late Hugo Reisinger, the income to be applied in the discretion of the Trustees to the purchase of books, periodicals, and other material for instruction and research in matters relating to the German peoples. Established 1919	ROLKER (CHARLES M., Jr.) PRIZE FUND: Gift of Mrs. Charles M. Rolker, the annual income to constitute a prize to be publicly awarded on Class Day of each year to that member of the graduating class in Columbia College who, in the judgment of his classmates, has proven himself most worthy of special distinction as an undergraduate student, either because of his industry and success as a scholar, or because of his helpful participation in student activities, or because of pre-eminence in athletic sports. Established 1909.	ROMAINE (BENJAMIN F.) PRIZE FUND: Gift of Benjamin F. Romaine to establish a prize for proficiency in the Greek language and literature. Established 1922	ROSS (GEORGE) FUND: Bequest of the late Catherine A. Ross, the income to be used for the advancement and development of athletics at Columbia University. Established 1923	SANDHAM (ANNA M.) SCHOLARSHIP FUND: Bequest of the late Anna M. Sandham to establish a scholarship at Barnard College. Established 1922	SACINDERS (ALEXANDER) SCHOLARSHIIF FOND: Bequest of the late Mary Ellen Saunders in memory of her husband Alexander Saunders to establish an undergraduate scholarship for the benefit of an American boy of Scotch, English or Irish parentage, to be nominated by the superintendent, principal and teachers of the Yonkers High School, in Yonkers, New York. Established 1922

	At June 30, 1924	Additions, 1924-1925	At June 30, 1925	
SAUNDERS (LESLJE M.) SCHOLARSHIP FUND: Bequest of the late Alexander Saunders to establish a scholarship for the benefit of the youth nominated therefor by the principal and teachers of the Yonkers High School in Yonkers, N. Y. in the first instance, and thereafter to fill a vacancy as it may occur from time to time perpetually; and upon such conditions as such principal and teachers may determine, with such power and authority to them to fill such a scholarship for a term of either one year, two years, three years, or four years, as they may from time to time determine. Established 1917	\$6,000.00		\$6,000.00	
SCHERMERHORN (F. AUGUSTUS) FUND: Established by the Trustees for a traveling fellowship in the Department of Architecture in recognition of the liberality of Mr. F. Augustus Schermerhorn of the Class of 1868, to this Department. This fellowship is awarded in even-numbered years. (Name changed from Columbia Fellowship Fund.) Principal reduced from \$13,000.00 to \$12,500.00. Established 1889	12,500.00		12,500.00	
SCHERMERHORN SCHOLARSHIP FUND: Bequest of John J. Schermerhorn, of the Class of 1825, 'for the purpose of free scholarships, the nomination to which shall vest in my nearest male relative in each generation during his lifetime.' Established 1877	5,000.00		5,000.00	
SCHIFF FELLOWSHIP FUND: Git of Jacob H. Schiff to found a fellowship in the School of Political Science, to be annually awarded by the Faculty on the nomination of the donor or his eldest living male descendant, etc. Established 1898	15,000.00		15,000.00	
SCHIFF (JACOB H.) ENDOWMENT FUND: Gift of Jacob H. Schiff for the endowment of a Professorship of Social Economy in order to make possible a close affiliation between Columbia University and the New York School of Philanthropy. Established 1905.	100,000.00		100,000.00	
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	R E	PORT	OF THE T	REASU	RER	517
131,000.00	10,000.00	10,700.00	12,000.00	10,000.00	3.00	774,593.95
	:	10,700.00				\$17,593.95
131,000.00	10,000.00	10,700.00	12,000.00	10,000.00	3.00	757,000.00
SCHOOL OF DENTISTRY ENDOWMENT FUND: Gift of James N. Jarvie for the partial endowment of a Dental School. Original gift \$100,000, (o which has been added \$5,000 on account of interest on the above principal to April 15, 1917. Gift of Anonymous Donors, \$26,000. Established 1916	SCHURZ (CARL) FELLOWSHIP FUND: From the Carl Schurz. Established 1900	SCHURZ (CARL) LIBRARY FUND: From the Carl Schurz Fund Committee in honor of Carl Schurz, the income to be devoted to the purchase of books, maps, pamphlets and the like, in the field of the German Language and Literature.	SEIDL FUND: The proceeds of a memorial performance held at the Metropolitan Opera House on March 23, 1899, in honor of the late Anton Seidl, the income of the fund to be paid to Mrs. Seidl during her lifetime, and thereafter 'to be awarded at least every second year to the most promising candidate, either man or woman, prepared to devote himself, or herself, to the study of mussical composition at Columbia University, or elsewhere in this country or abroad	SHOEMAKER (WILLIAM BROCK) FUND: Gift as a memorial to the late William Brock Shoemaker, of the Class of 1902, in Columbia College, established jointly by his wife, Ella de Peyster Shoemaker, and his father, Henry F. Shoemaker, the income to be used for the benefit of self-supporting students. Established 1908	SLAVONIC FUND OF COLUMBIA UNIVERSITY: Anonymous Gift, the income of which is to be used for the support of Slavonic publications dealing with the philology, literature, history, economics, sociology and cultural achievements of the Slavonic nations. Established 1923	SLOANE HOSPITAL FOR WOMEN FUND: Gift of William D. Sloaue and Emily Thorn Sloane, his wife, as an endowment to the Sloaue Hospital for Women. Established 1889

	At June 30, 1924	Additions, 1924-1925	At June 30, 1925
SMITH PRIZE FUND, SCHOOL OF MEDICINE: Gift of relatives, friends and pupils of the late Joseph Mather Smith, M. D., as a memorial of his services as Professor in the College of Physicians and Surgeons from 1826 to 1866. An annual prize of \$100 is to be awarded for the best essay on the subject for the year by an alumnus of the College. Established 1894.	\$3,500.00		\$3,500.00
SOCIAL AND POLITICAL ETHICS PROFESSORSHIP FUND: To endow a chair of Social and Political Ethics. Established 1918	43,915.64	\$1,136.88	45,052.52
STEERS (JAMES R.) FUND: Bequest of the late James R. Steers of the Class of 1863 Law, to found a free bed in the Sloane Hospital for Women in the name of his daughter, Fannie Steers Reeve. Established 1919	10,000.00		10,000.00
STEVENS PRIZE FUND, SCHOOL OF MEDICINE: Established by the late Alexander Hodgson Stevens, formerly President of the College of Physicians and Surgeons. The income of the fund is to be awarded every three years for the best medical essay covering original research as determined by the committee in charge of the prize. Established 1891	1,900.00		1,900.00
STOKES (CAROLINE PHELPS) FUND: Bequest of the late Caroline Phelps Stokes, the income to be used for lectures, prizes or essays by the students of Columbia, Barnard and Teachers Colleges. Established 1910	20,000.00		20,000.00
STUART SCHOLARSHIP FUND: The gift of Mrs. Cornelia A. Atwill, in memory of her grandsons, Sidney Barculo Stuart, of the Class of 1880, and Eugene Tolman Stuart, of the Class of 1881, to found two scholarships in the College, to be known as "Stuart Scholarships." Established 1895	00.000.00		6,000.00

TOPPAN PRIZE FUND: Gift of Mrs. Sarah M. Toppan, to establish this fund in memory of her late husband, Robert Noxon Toppan; the income to be used annually in providing the Robert Noxon Toppan Prize in the School of Law. Established 1904	4,200.00		4,200.00	
TROWBRIDGE FELLOWSHIP FUND: Gift of the Alumni Association of the School of Mines as a memorial of the late Professor Trowbridge, to establish the 'William Petit Trowbridge Fellowship in Engineering.' Established 1893.	10,000.00		10,000.00	REPOR
TURNER (CHARLES W.) SCHOLARSHIP FUND: Gift of Wallis S. Turner, of the Class of 1900, to establish, in memory of his father, Charles W. Turner, a scholarship in Columbia College, to aid the education of a needy or deserving student, to the end that through the advantages of such education the recipient may aspire to the highest type of American Citizenship. Established 1920.	00.000.00		6,000.00	T OF T
TYNDALL FELLOWSHIP FUND: Gift of the late Professor John Tyndall, of London, the income to be applied to the support of 'American pupils who may have shown decided talent in Physics, etc.' Established 1885	11,500.00		11,500.00	не тк
UNIVERSITY PUBLICATION FUND: Created by act of the Trustees November 6, 1922, from part of the bequest of the late Daniel B. Fayerweather, the income of such fund, and if necessary any portion of the principal, to be expended under the direction of the President, to meet the cost of publishing works of scholarship and research through the Columbia University Press. Established 1922	7,843.97	13.67	7,857.64	EASURE
VAN AM PRIZE FUND: Gift of the Class of 1898 in commemoration of the twenty-fifth anniversary of its graduation and in memory of John Howard Van Amringe of the Class of 1860 to establish a fund, the income to be used in providing a bronze medal to be awarded each year to that member of the Sophomore Class who shall have most distinguished himself for service, character and courtesy in his relations to faculty, fellow students and visitors to the University. Established 1923	6,060.00	00'090'9	6,060.00	R 519

	At June 30, 1924	Additions, 1924-1925	At June 30, 1925
SWIFT MEMORIAL FUND: Gift from the Trustees of the Association of the Alumni of the College of Physicians and Surgeons, representing the principal sum and accrued income as of December 31, 1920, of the Swift Memorial Fund, created in 1883 by Dr. James T. Swift as a memorial to his brother, Dr. Forest Swift, of the Class of 1857. Established 1921.	\$6,589.00		\$6,589.00
VAN AMRINGE (PROFESSOR) MATHEMATICAL PRIZE FUND: Gift of George G. DeWitt, of the Class of 1867, to establish this fund, the annual income to constitute the Professor Van Amringe Mathematical Prize in Columbia College. Established 1910	5,100.00		5,100.00
VANDERBILT CLINIC ENDOWMENT FUND: Gift of Cornelius, William K., Frederick W., and George W. Vanderbilt, as a perpetual memorial to their father, the late William H. Vanderbilt, as an endowment for the Vanderbilt Clinic. Established 1896	115,000.00		115,000.00
VAN PRAAG (L. A.) FUND: Bequest of L. A. Van Praag to be used by the Trustees, at their discretion, for research into the causes and cure of cancer. Established 1915	5,000.00		5,000.00
WARING FUND: The Chamber of Commerce of the State of New York, in the latter part of the year 1898, raised by public subscription the sum of \$100,000 to perpetuate the memory of the late George E. Waring. The income of the fund (to be not less than \$4,000 per year) is to be paid semi-annually to the widow and daughter of Colonel Waring during their lifetime, and thereafter 'the income shall be devoted to the purpose of instruction in municipal affairs in such manner as the President and Board of Trustees of such College may direct. For Mrs. Waring. \$50,000.00	100,000.00		100,000.00

5,087.24	R E P	ORT OF	THE T 000.00	REAS	URER 20.720,8	50,000.00	9,331,812.00
		\$340.00					\$28,204,000.71 \$1,127,811.29 \$29,331,812.00
5,087.24	800.00		6,03 0.00	12,000.00	5,027.07	50,000.00	\$28,204,000.71
Gift of Dr. William Perry Watson, to establish a permanent fund, the annual income of which shall be given in cash to that member of the graduating class showing the most efficient work in the study of the Diseases of Infants and Children. Established 1921	WEINSTEIN (ALEXANDER) MEMORIAL FUND: Gift of the classmates and friends of the late Alexander Weinstein, a member of the Class of 1921 College of Physicians and Surgeons, to establish this fund, the income from which is to be used in purchasing annually for the library of the Medical School additional copies of those reference books which are in greatest demand among the students. Established 1921	WENDELL MEDAL FUND: Gift of the friends in the Alumni and Faculty of the late Professor George Vincent Wendell to honor and perpetuate his memory, the income to be applied to the cost of a medal to be awarded each year to a student in the graduating class of the Schools of Mines, Engineering and Chemistry who has been chosen by his class as best exemplifying the ideals of character, scholarship and service represented by Professor Wendell. Established 1924	WHEELER (H. A.) SCHOLARSHIP FUND: Gift of H. A. Wheeler of the Class of 1880, School of Mines, to establish a scholarship for students in mining, engineering or geology who need financial assistance to carry on their work in the undergraduate department of Columbia University. Established 1923	WHEBLER (JOHN VISSCHER) SCHOLARSHIP FUND: Bequest of the late Susan E. Johnson Hudson to establish this fund, the income to provide a scholarship in the University. Established 1914	WHEELOCK (GEORGE G.) FUND: Gift of Mrs. George G. Wheelock and William H. Wheelock, to establish this fund in memory of the late Dr. George G. Wheelock, the income to be used to meet the needs of the Department of Physiology. Established 1907.	FIRE INSURANCE FUND: For the purpose of meeting the cost of repairing damage due to fire in those academic buildings which are not specifically insured	

PERMANENT FUNDS

ESTABLISHED BY GIFT FOR THE PURCHASE OF LAND AND EQUIPMENT AND ERECTION OF BUILDINGS

	At June 30, 1924	Additions 1924-1925	At June 30, 1925
Alumni Fund	\$198,918.36	\$198,918.36 Decrease	
Autobiography: John Stuart Mill	100.00		\$100.00
Avery Architectural Building	339,250.00		339,250.00
Baker Field	732,483.30		732,483.30
Bloomingdale Site	331,150.00		331,150.00
Boathouse: Class of 1897	8,000.00		8,000.00
Castings: Duriron	75.00		75.00
Clock: Class of 1906	1,159.64		1,159.64
College of Dental and Oral Surgery	445,185.59	8,000.00	453,185.59
Crocker Research Laboratory: X-Ray			
Equipment	18,465.53		18,465.53
Deutsches Haus	30,000.00		30,000.00
Earl Hall: Building	164,950.82		164,950.82
East Field			420,000.00
Egleston (Professor): Setting of Bust			390.00
Engineering Apparatus	450.00		450.00
Exedra, Granite	5,000.00		5,000.00
Faculty House: Building	248,437.70		248,437.70
Faculty House: Equipment	20,660.39	211.06	20,871.45
Fayerweather Hall: Building	330,894.03		330,894.03
Filter, Rotary	1,000.00		1,000.00
Flagstaff: Class of 1881	4,600.00		4,600.00
Fountain of Pan			12,013.50
Furnace, Hegeler	ł .		2,000.00
Furnald Hall: Building			350,000.00
Gates: Class of 1882			1,500.00
Gates: Class of 1888			2,000.00
Gates: Class of 1891	15,000.00		15,000.00
Hamilton Hall: Building	507,059.16		507,059.16
Hamilton Hall: Clock	1,913.90		1,913.90
Hamilton Hall: Gates			2,020.00
Hamilton Hall: Gemot			1,000.00
Hamilton Hall: Class of 1909 Shield	20.00		20.00
Hamilton Statue			11,000.00
"Hammerman"			5,000.00
Hartley Hall: Building			350,000.00
Hartley Hall: Stained Glass Windows			2,000.00
Havemeyer Hall: Building			414,206.65
Havemeyer Hall: Annex		222,889,99	222,889.99
Havemeyer Hall: Laboratory			600.00
Highland, N. V.: Property			30,000.00
Illuminating University Grounds			1,035.00
Instruments: Optical	9,930.00	1	9,930.00
Kent Hall: Building	495,672.57		495,672.57
Library: Building			1,100,639.32
Library: Marble Columns			1,678.00
Library: Torcheres	6,000.00		6,000.00
Livingston Hall: Memorial Window	1,124.00		1,124.00
Carried forward	\$6,624,582,46	\$32,182.69	\$6,656,765.15

N. S. Colombia (Colombia) (Colomb	At June 30,	Additions	At June 30,
	1924	1924-1925	1925
Brought forward	\$6,624,582.46	\$32,182.69	\$6,656,765.15
Long Island College Hospital: Apparatus			3,500.00
Maison Française: Building	k in the second		33,300.00
Medical School (New): Building	25,000.00	, ,	
Medical School (New): Site			1,180,000.00
Medical School (Old): Additions			117,842.07
Medical School (Old): Building	71,551.05		71,551.05
Medical School: Removing and Rebuilding	53,000.00		53,000.00
Medical and Surgical Equipment	14,912.80		14,912.80
Mineral Specimens: Dufourcq Collection	300.00		300.00
Model: Buildings and Grounds	19,972.70		19,972.70
Model: Braden Copper Co		1,700.00	1,700.00
Model: Coal Mine	250.00		250.00
Philosophy Building	350,000.00		350,000.00
Power House: Steam Boilers	3,250.00		3,250.00
President's House Furnishing	14,410 17		14,410.17
Publications: Cragin Collection	1,400.00		1,400.00
Pylons: Class of 1890	8,598.72		8,598,72
St. Paul's Chapel: Bell	5,120.84		5,120.84
St. Paul's Chapel: Building			250,000,00
St. Paul's Chapel: Furniture			2,846.62
St. Paul's Chapel: Memorial Windows	14,000.00		20,000.00
St. Paul's Chapel: Organ and Case			27,000.00
St. Paul's Chapel: Torcheres			5,280,00
Schermerhorn Hall: Building			458,133.18
School of Business: Building	864,357.96	1	961,752.50
School of Dentistry: Building			33,500.00
School of Dentistry: Equipment			5,584.92
School of Journalism: Building			563,501.21
School of Mines: Building			250,000.00
School of Mines: Torcheres			1,000.00
Sloane Hospital for Women: Additions and	1,000.00		1,000.00
Alterations	300 263 14		399,263.14
South Court Fountain			4.932.88
South Field			54,707.00
South Field Grading	11,500.00		11,500.00
Stabler (Edward L.)	1,200.00	1,200.00	11,500.00
Stabler (Edward L.)	1,200.00	Decrease	
Status of Salama and Bulant Class of 1000		13,148.95	13,148.95
Statue of Science and Pylon: Class of 1900	10 000 00	,	10,000.00
Sun Dial—116th Street		4 000 00	
Telescope		4,000.00	4,000.00 980.00
Trophy Room: Equipment	1		
University Hall: Enlargement	100,756.41		100,756.41
Van Amringe Memorial	20,238,34		20,238.34
Vanderbilt Clinic: Building	350,000.00		350,000.00
Villard (Henry) Legacy	50,000.00	<u></u>	50,000.00
	\$12,005,772.47	\$252,799.94	\$12,258,572.41

GIFTS AND BEQUESTS RECEIVED DURING 1924-1925

A. GIFTS TO CAPITAL:

	C	77	
1.	Generai	Lna	owment:

General Endowment:		
Alumni Federation of Columbia University for the		
Columbia University Permanent Alumni Fund	\$21,000.00	
Estate of Amos F. Eno for the Eno (Amos F.) En-		
dowment Fund	9,360.32	
Estate of John Stewart Kennedy for the Kennedy		
(John Stewart) Endowment Fund	14,885.04	
Estate of Mary B. Pell for the Pell (Mary B.) Legacy	2,000.00	
Trustees for the Trust of J. Kennedy Tod, for the		
Kennedy (John Stewart) Endowment Fund	15,000.00	
Trustees of the Trust of William S. Tod for the Ken-		
nedy (John Stewart) Endowment Fund	558,185.87	\$ 620,431.23
Special Endowments:		

2. S

Alumni Fund Committee:

For the Mayer (Ralph Edward) Fund \$125.00 For the Hervey Memorial Fund 5.00	\$130.00	
Anonymous for the Anonymous Fund for the Department of Mining and Metallurgy Bodecker (Dr. Charles F.) for the Gies (William J.)	100,000.00	
Fellowship Fund	10.00	
the Mayer (Ralph Edward) Fund	11,650.00	
Curtis (Carlton C.) for the Curtis (Carlton C.) Fund	3,429.97	
Estate of Joseph R. DeLamar for the DeLamar	0,427.71	
(Joseph R.) Fund	350 000 00	
Estate of L. Emmett Holt to establish a fellowship	030,000.00	
for the study of Diseases of Children	24,329.38	
Estate of Cora M. Perkins for the Castner (Hamil-	21,027.00	
ton Young) Fund	80.96	
Estate of S. Whitney Phoenix, representing interest		
in award in condemnation proceedings brought by		
the City of New York to acquire Pier 2 North		
River, for the Phoenix Legacy	41,364.89	
Estate of Virginia Purdy Bacon for the Barker (Cla-		
rence) Musical Scholarship Fund	3,552.47	
Estate of Catherine A. Ross for the Ross (George)		
Fund	418.94	
Gies (William J.) Fellowship Fund Committee for		
the Gies (William J.) Fellowship Fund	295.93	
Goldsmith (Joseph A.) for the Gottheil (Gustav)		
Lectureship Fund	100.00	
Olcott (E. E.) to establish the Peele (Robert) Prize		
Fund	2,000.00	
Stettenheim (I. M.) for the Gottheil (Gustav) Lec-		
tureship Fund	500.00	
Wendell Medal Committee for the Wendell Medal		
Fund	340.00	\$ 538,202.54
Carried Forward		\$1,158,633.77

		Brought Forward		\$1	,158,633.77	
	2	Buildings and Grounds:				
	٥.	Alumni Fund Committee:				
		From Marcellus Hartley Dodge for the purchase of a bookcase for the Men's Faculty Club	\$495.00			
		Anonymous donor of an old Dutch Clock and Louis Tiffany screen of carved wood Arnold (Mrs. Hicks) Porcelain vase and Tiffany	1,000.00			
		Clock	1,700.00			
		Carnegie Corporation for the New Medical School Class of 1900 Arts, Science and Architecture for	34,191.25			
		granite pylon and statue of "Science"	13,148.95			
		Class of 1909 Flagpole for Baker Field Estate of Willard BartlettPortrait of Dr. Elisha	1,136.43			
		Bartlett New York Odontological Society anatomical collec-				
		tion and specimens for the Museum of the School				
		of Dental and Oral Surgery Pascal (Professor) Apparatus used by Dr. Pasteur while Dean of the Faculty of Science, Lille,				
		France, 1856-58				
		Robinson (M. R.) for the new Medical School Build-				
		ings	25.00	\$	51,696.63	
В.	GI	FTS TO INCOME:				
	1.	General Purposes:				
	••	Alumni Federation of Columbia University for cur-				
		rent expenses	\$11,000.00			
		Alumni Federation of Columbia University for the				
		general fund	7,500.00	•		
		Estate of A. Barton Hepburn for the A. Barton Hep-	050 54			
		burn gift for the general purposes of the University Western Club for the general purposes of the Uni-	872.54			
		versity	3.63	2	19,376.17	
		v Clates		•	17,010,11	
	2.	Specific Purposes:				
		Alumni Fund Committee:				
		For the Columbiana Library Fund \$ 10.00				
		For the Medical School 240.00				
		For the School of Business 5.00				
		For the Law School				
		For the School of Electrical Engineering. 10.00 For the School of Mechanical Engineer-				
		ing				
		For the Dean's Fund for Needy Students 2.00 From the Class of 1917 for the Fund for				
		needy Students				
		From Spencer Miller, Jr. for the Mutual Welfare League Scholarship 50.00				
		Carried Forward		\$1	,229,706.57	

P. L. P.		
Brought Forward		\$1,229,706.57
From the Class of 1899 College and Science for the Student Loan Fund\$1,000.00 From Dr. Acton Griscom for the Joan of		
Arc Library 100.00	\$1,774.00	
Anonymous to be expended in aiding certain gradu-		
ate students during the year 1925-26	2,400.00	
Anonymous for research work in British Columbia	102.40	
Anonymous for Cancer Research	500.00	
Anthropology	500.00	
Anonymous for the Dramatic Museum	15.00	
Anonymous for Special Research Fellowship in Brazilian History	2 000 00	
Anonymous for special scholarships in the Schools of	3,000.00	
Mines Engineering and Chemistry	1,050.00	
ment of Anthropology Bloom (Sol) for Semitic Languages salaries	200.00	No.
Borden (The) Company for research in Food Chem-	100.00	
istry and Nutrition Bush (Professor Wendell T.) for special assistance in	15,000.00	
Barnard College	500,00	
Chaloner (John Armstrong) for the Chanler Histori-		
cal Prizes	700.00	
Chamberlain (Joseph P.) for the Legislative Drafting Research Fund	11 000 00	
Class of 1914 to establish the 1914 War Memorial	11,000.00	
Fund for Student Aid	1,000.00	
Class of 1925 School of Dental and Oral Surgery for		
the purchase of museum specimens or library		
material Committee of Citizens of Holland for the Queen	220.00	
Wilhelmina Professorship	3,500,00	
Committee on Dispensary Development for the De-	0,000.00	
partment of Diseases of Children, Dispensary		
Development Fund, Bellevue Hospital	900.00	
Commonwealth Fund for Educational Research	6,000.00	
Commonwealth Fund for the expenses of legal re- search in the Law School	517.46	
Coudert (Frederic R.) for Mediaeval Philosophy	317.40	
salaries	250.00	
Czecho-Slovak Legation for the Department of Sla-		
vonic Languages	250.00	
Dodge (Professor Daniel Killiam) and Miss Susan		
R. Dodge—Letters written by Rufus King to Daniel Kilham 1784-1787		
Dunn (Gano) for the Gano Dunn Scholarship	350.00	
Du Pont (E. 1.) de Nemours and Company for the	000.00	
Du Pont Fellowship	750.00	
Durlach (Theresa Mayer) for the Department of		
Anthropology	100.00	
Estate of Florence Comfort Morganstern for the Sloane Hospital for Women	250.00	
	230,00	

Carried Forward.....

\$1,229,706.57

Brought Forward		\$1,229,706.57
Estate of Anna Chesebrough Wildey for the purchase of books for the Law School Faulkner (Edward D.) for research work in the De-	\$5,000.00	
partment of Surgery	5,000.00	
salaries Fritzsche Brothers, Inc. to establish the Fritzsche	100.00	
Research Fund	3,000.00	
Grace (J. P.) for Mediaeval Philosophy salaries Grace (Miss Louise N.) for the Department of Public Health Administration.	250.00	
Graham (Benjamin) for the Benjamin Graham Loan Fund.	2,000.00 150.00	
Griscom (Mrs. Clement A.) for the Joan of Arc		
Library	5 0 0.00	
Heide (Henry) for the German Book Exhibition Hirsch (Angelo A.) for books and serials, Depart-	50.00	
ment of Germanic Languages	150.00	
Hirschland (Dr. F. H.) for the Germanic Review Huber (Dr. Frederick W.) for the Frederick W.	100.00	
Huber, Jr. Scholarship	250.00	
guages salaries	720.00	
Jannsen (Henry) for the Germanic Review Jenkins (Mrs. Helen Hartley) and Marcellus Hartley Dodge in aid of a certain graduate student	50.00	
during the year 1925-26. Kane (Mrs. John Innes) for the Kane gift for the	1,200.00	
Religious work of the University	500.00	
Kaupe (Wilhelm) for the Germanic Review Keeler (Howard Allan) for the Student Loan Fund King (Willard V.) for editing and printing early	100.00 12.00	
minutes of the Trustees of Kings College and		
Columbia College	2,500.00	
Kirby (Gustavus) for the Student Loan Fund Lee (Mrs. Frederic S.) for photographs in the De-	50.00	
partment of Romance Languages	200.00	
Levy (Edgar A.) for Semitic Languages salaries Levy (Mrs. E. M.) for the income of the Gustav	50.00	
Gottheil Lectureship Fund Lewisohn (Sam) for lectures to be given by Mr.	100.00	
Fabian Franklin Legation of Poland for maintenance of courses in	100.00	
Polish history and literatureLilly (Eli) and Co. for Research Work in Pathology	1,200.00	
(Pernicious Anemia Fund)	3,500.00	
Loeb (James) for the Loeb Library Fund Login (B. and Son) Collection of letters bearing upon the history of the University Low (William G.) for the purchase of books on mari-	175.00	
time law	250.00	
Clymonds Scholarship	1,300.00	
Laboratory	6,000.00	
Carried Forward		\$1,229,706.57

Brought Forward		\$1.229,706.57
Mackay (Clarence H.) for Mediaeval Philosophy		
salaries	\$250.00	
Meyer (Charles G.) for the Student Loan Fund	200.00	
Milburn (John G.) for lectures to be given by Mr.		
Fabian Franklin	100.00	
the Law Library	1,000.00	
Montgomery (Robert H.) for the School of Business Morgan (Wm. Fellowes) for the Columbiana Library	2,000.00	
Fund	20.00	
Muschenheim (F. A.) for the German Book Exhibi-		
tion	100.00	
New York Historical Society for the New York His-		
torical Society's Scholarship in History	300.00	
Price (Walter W.) for Mediaeval Philosophy salaries	250.00	
Protestant Episcopal Society for promoting religion		
and learning for the Society's prize in English	60.00	
Rohm and Haas Company for Research Fellowship		
Biological Chemistry	1,500.00	
Rosenberg (James N.) for research work in the De-	•	100
partment of Anthropology	50.00	
Rosenthal (A. S.) for the Rosenthal Fund for Medi-		
cal Research in Pathology	2,500.00	
Rosenwald (Julius) for lectures to be given by Mr.	-•	
Fabian Franklin	100.00	
Sackett (Henry W.) for two graduate scholarships		
in the School of Journalism	600.00	
Schiff (Mortimer L.) for lectures to be given by Mr.		
Fabian Franklin	100.00	
Speyer (Edgar) for the expenses of the German Book		
Exhibition	100.00	
Stiefel (Carl F.) for the German Book Exhibition	10.00	
Stiefel (W. A.) for the German Book Exhibition	10.00	
Stiefel (Carl F.) for the Germanic Review	100.00	
Straus (S. W.) for Semitic Languages salaries	100.00	
Stroock (Bertram A.) for the Lewis S. Stroock Scho-		
larship	125.00	
Stroock (Sylvan I.) for the Lewis S. Stroock Scholar-		
ship	125.00	
Students of 1925 Summer Session for the Summer		
Session Entertainment Fund	1,577.75	
Thalmann (Paul) for the Orchestra Fund	500.00	
Thun (Ferdinand) for the Germanic Review	100.00	
Todd (Mrs. Henry A.) for the Romanic Review	2,000.00	
Warburg (Paul M.) for the Germanic Review	100.00	
Wendell Medal Committee for the Wendell Medal.	30.00	
Wawepex Society for the John D. Jones Scholarship	200.00	
Winchester Retail Stores for Faculty Scholarships.	.63	
Wise (Dr. Stephen S.) for Semitic Languages salaries	100.00	99,794.24
The section of the section and section in the secti		

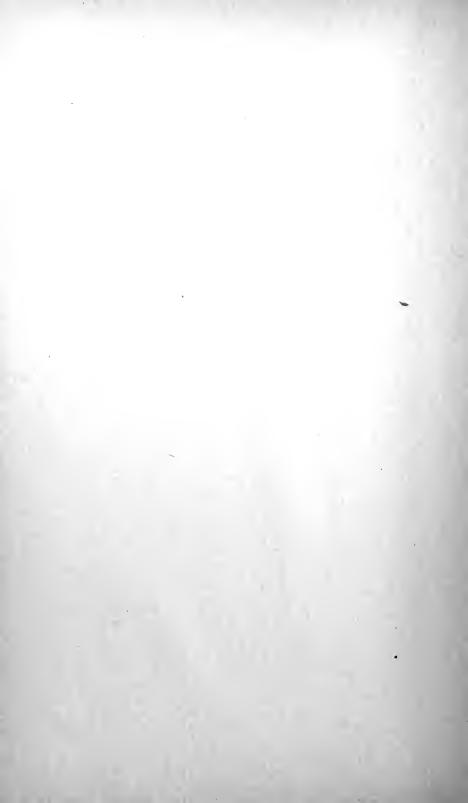
\$1,329,500.81

FREDERICK A. GOETZE,

NEW YORK, June 30, 1925.

Treasurer

FINANCIAL REPORT OF BARNARD COLLEGE 1924–1925



BARNARD COLLEGE—BALANCE SHEET—JUNE 30, 1925

ASSETS	rs		LIABILITIES	
nnd Special Fund 4 Securities ting Investment: tates Trust Co. I Account ty Account	\$1.054.58 \$1.054.58 \$1.015.58	\$3,988,393.55	Endowment and Special Funds: Endowment Funds, unrestricted as to income	
riant Assets: Grounds	ny	3,582,162.01	Plant Funds: College Grounds Fund \$1,165,000.00 College Equipment Fund 1,301,814,54 College Equipment Fund 120,434,54 Funds Invested in New 822,420,46 Construction 822,420,46	\$3.088,393.55
le: Exami- d Games .	\$2,836,71 460.50 3,287.21		Current Funds Invested in Pland—per Coulta	10'291'283'8
99	\$1,365.93 2,065.42 3,431.35 \$17,447.54		Current Liabilities: Unexpended Moneys for Designated Pur-	
99	67,165.37		Note Payable—New York Trust Co 386,000,000	\$6,769.44
Deficiency in Current Assets	39,331.90	14.692,93		
		\$7,627,325.00		\$7,627,325.00

BARNARD COLLEGE—INCOME AND EXPENSE ACCOUNT—GENERAL FUNDS FOR THE YEAR ENDING JUNE 30, 1925

INCOME FROM ALL SOURCES	EXPENSES	
From Students: Fees	Educational Administration and Instruction \$335,466.11 Buildings and Grounds Maintenance 80,471.18 Library 7,509.03 Business Administration	
	Total Expenses	302.40
	Balance, being excess of Income over Expenditures for Maintenance for fiscal year ended June 30, 1925 II.393.38	393.38
Total Income	\$462,695.78	595.78

BARNARD COLLEGE

PRINCIPAL OF SPECIAL FUNDS, JUNE 30, 1925

A. For General Endowment

ANDERSON (MRS. ELIZABETH MILBANK) FUND: Legacy from the estate of Mrs. E. M. Anderson. Established 1922	\$39,999.05
CARPENTER (HENRIETTA) FUND: Gift of General H. W. Carpentier, in memory of his mother toward the Endowment Fund of Barnard College. The income of the fund is to be used for the payment of an annuity. Established 1898, 1900,	
1911, 1913, 1914, and 1915	420,509.42
Legacy from the estate of General H. W. Carpentier. Established 1919	1,346,634.80
CHOATE (MRS. JOSEPH H.) ENDOWMENT FUND: Gift of Mrs. Joseph H. Choate for endowment. Established 1918	37,706.00
FISKE FOUNDERSHIP FUND: Gift of the late Mrs. Martha T. Fiske-Collord, in memory of Mr. Josiah M. Fiske. The income of the fund to be applied to the running expenses of the College	5,162.55
FISKE HALL FUND: Legacy from the late Mrs. Martha T. Fiske-Collord, the income of which is to be applied to the care, maintenance, and improvement of Fiske Hall. Established 1910	486,005.99
GEER FUND:	
A memorial to Helen Hartley Jenkins Geer made by the Class of 1915. Established 1920	5,391.62
GENERAL ENDOWMENT FUND	467,876.37
GIBBES FUND: a. Legacy of the late Emily O. Gibbes. The income of the fund is to be used for the general needs of the College. Established 1908 b. Legacy of the late Emily O. Gibbes. The income of the fund is paid for life to Edwina M. Post. Established 1908	126,797.50
HARRIMAN FUND:	
Gift of Mrs. E. H. Harriman to establish a fund, the income therefrom to be used for physical education and development, or to meet the deficit in running expenses. Established 1914	103,816.00
HERRMAN FOUNDERSHIP FUND: Gift of the late Mrs. Esther Herrman. The income of the fund is to be applied to the general needs of the College	4,928.60
MUNN (ANNE ELDER) MEMORIAL FUND: Gift of Mrs. I. Sheldon Tilney in memory of her mother. The income is to be used at the discretion of the Trustees. Established 1918.	7,258.65
ROCKEFELLER (JOHN D.) ENDOWMENT FUND: Gift of Mr. John D. Rockefeller toward the permanent endowment of Barnard College. Established 1901	237,206.81
SANDERS (ELEANOR BUTLER) FOUNDERSHIP FUND: Legacy from the estate of the late Mrs. Henry M. Sanders. The income	

of the fund is used for the current needs of the College. Established	\$4,877.42
SMITH (ANNA E.) FUND: Legacy from the estate of Anna E. Smith. Established 1916	10,048.00
STRAIGHT FUND: Gift of Mrs. Willard Straight. Established 1920	20,743.10
TILLOTSON (EMMA A.) ENDOWMENT FUND: Legacy from the estate of Emma A. Tillotson. Established 1910	3,799.13
WOERISHOFFER FUND: Gift of Mrs. Charles Woerishoffer for endowment. Established 1913, 1917	
	\$3,338,538.71
B. For Designated Purposes	
ADAIR (WILLIAM R. AND MARTHA S.) FUND: Legacy from the estate of Miss Helen Adair, to establish a fund in memory of her father and mother. The annual income of the fund is to be used for the purchase of books for the library. Established 1924	
ALDRICH (MARY GERTRUDE EDSON) SCHOLARSHIP FUND: Gift of Mrs. James Herman Aldrich. Established 1916	1,004.80
ALUMNAE SCHOLARSHIP FUND: Gift of the Class of 1912 the income of which is to be used for scholarships. Established 1923	
BALDWIN (JANE) MEMORIAL FUND: Gift of friends of the late Jane Baldwin, daughter of Professor Charles Sears Baldwin of Barnard College. The annual income of this fund is to be used for the purchase of books for the library in the field of medieval literature, these books to be inscribed as having been bought from this fund. Established 1924	
BARNARD (ANNA E.) SCHOLARSHIP FUND: Gift of Miss Emily H. Bourne in honor of the late Mrs. John G. Barnard, for a scholarship to be awarded annually at the discretion of the founder in conference with the representatives of the College. Estab- lished 1899	_
BARNARD SCHOOL SCHOLARSHIP FUND: Gift of the Alumnae of the Barnard School for girls. Established 1916	4,019.20
BOGERT (ANNA SHIPPEN YOUNG) SCHOLARSHIP FUND: Legacy from the estate of Mrs. Annie P. Burgess. The annual income is to defray the tuition and expenses of a worthy pupil who is unable to pay her own expenses. Established 1913	
BOGERT (CHARLES E.) SCHOLARSHIP FUND: Legacy from the estate of Mrs. Annie P. Burgess. The annual income is to defray the tuition and expenses of a worthy pupil who is unable to pay her own expenses. Established 1913	
BREARLEY SCHOOL SCHOLARSHIP FUND: Gift of pupils of the Brearley School for a scholarship to be awarded annually to a student who deserves assistance. Established 1899	

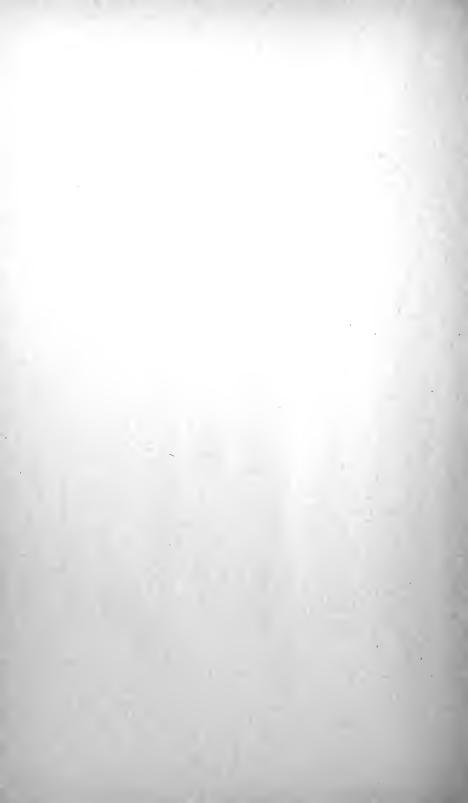
BRENNER (MARTHA ORNSTEIN) SCHOLARSHIP FUND: Gift in memory of Martha Ornstein Brenner, Class of 1899, by her friends. Established 1915	\$3,437.50
BROOKS (ARTHUR) MEMORIAL FUND: Gift of Miss Olivia E. Phelps Stokes as a memorial of the late Reverend Arthur Brooks, D.D., Rector of the Church of the Incarnation, and Chairman of the Board of Trustees of Barnard College during the first six years of the existence of the College. The income of the fund is to aid needy and deserving students of the College. Established 1897	4,779.6 7
CARPENTIER SCHOLARSHIP FUND: Legacy from the estate of General H. W. Carpentier for scholarships. Established 1919	213,819.93
CHISHOLM (ELIZA TAYLOR) MEMORIAL SCHOLARSHIP FUND: Gift of the Alumnae Association of Miss Chisholm's School for a scholar- ship, to be awarded annually by the Committee on Scholarships of the Faculty to a student in need of assistance, said Alumnae Association reserving the privilege of precedence for such candi- dates as they may recommend. Established 1901	1,556.75
CLARKSON (JENNIE B.) SCHOLARSHIP FUND: Gift of the late Mrs. W. R. Clarkson for a scholarship to be awarded annually to a student who deserves assistance. Established 1898.	2,973.92
COE (MRS. HENRY CLARKE) SCHOLARSHIP FUND: Gift of the National Society of New England Women for a scholarship to be awarded on the nomination of the Chairman of the Scholar- ship Committee of the above society, to a student from New England or of New England parentage. Established 1904	3,60 0.00
ENGLISH SCHOLARSHIP FUND: An anonymous gift. Established 1920	5,000.00
FISKE SCHOLARSHIP FUND: Gift of the late Mrs. Martha T. Fiske-Collord, the income of which is to be placed at the disposal of the Dean of Barnard College. Established 1895	5,413.00
FISKE (MARTHA T.) SCHOLARSHIP FUND: Gift of Miss Anna E. Smith for a non-resident scholarship in memory	3,4=3.00
of Mrs. Martha T. Fiske-Collord. Established 1911 GALWAY FUND:	2,914.96
Gift of an anonymous donor for a scholarship. Established 1912	2,366.58
GOLDFRANK (IRMA ALEXANDER) FUND: Gift of friends of Mrs. Irma Alexander Goldfrank, the income of which is to help deserving students in time of special need. Established	
GRAHAM SCHOOL SCHOLARSHIP FUND:	2,101.18
Gift of the Alumnae Association of the Graham School. The income of the fund is to be applied to the tuition of a student. Established 1907	3,000.00
HEALTH FUND: Gift from an anonymous donor to promote the physical health of the	
students and officers of the College. Established 1917	5,021.49
HERRMAN BOTANICAL PRIZE FUND: Gift of the late Mrs. Esther Herrman, for a prize to be awarded annually to the most proficient student in Botany	1,000.00

HERTZOG (EMMA) SCHOLARSHIP FUND: Gift to establish a scholarship in memory of Miss Emma Hertzog, w for a long period of years was prominently identified with the int lectual life of Yonkers. The income is awarded annually to a gra uate of the Yonkers High School. Established 1904	el- id-
KAUFMANN (JESSIE) SCHOLARSHIP FUND: Gift of Mr. Julius Kaufmann to establish a scholarship in memory of daughter, Jessie Kaufmann. The annual income of the fund awarded on the merits of the entrance examinations to a stude who, after careful investigation, is found to have no relative al to assist her financially. Established 1902	is ent ble
KINNICUTT (ELENORA) SCHOLARSHIP FUND: Gift of friends of the late Mrs. Francis P. Kinnicutt, a trustee of the C lege, to establish a scholarship. The income is awarded to a stude who needs assistance. Established 1911	ent
KOHN MATHEMATICAL PRIZE FUND: Gift of Mrs. S. H. Kohn for a prize to be awarded annually to a senior excellence in Mathematics	
LARNED (AUGUSTA) SCHOLARSHIP FUND: A legacy from the estate of Augusta Larned for a scholarship, the incomposition of which is to be awarded by the Faculty Committee on Scholarshit to a student in good standing who is in need of aid. Established 19	ips
McLEAN (MRS. DONALD) SCHOLARSHIP FUND: Gift of the New York Chapter of the Daughters of the American Revolution. The income of the fund is awarded in conference with representative of the Chapter to a deserving student who agrees pursue the study of history (chiefly that of the United States) continuously throughout her college course. Established 1906	to on-
MOIR (WILLIAM) SCHOLARSHIP FUND: Legacy from the estate of Mrs. Emily H. Moir in memory of her husbar Established 1912	
MURRAY (CAROLINE CHURCH) FUND: Gift of Mr. George Welwood Murray in memory of his wife, Caroli Church Murray. The income of this fund is to be used in aid needy and deserving students. Established 1918	of
OGILVIE (CLINTON) MEMORIAL FUND: Gift of Mrs. Clinton Ogilvie. The income of this fund is to be applited to the salaries of assistants in the Department of Geology. Esta	ed
lished 1914	ise
Established 1913	
Gift of Mr. Julius Prince, in memory of his daughter, Helen C. Prince Class of 1922, to establish a prize to be awarded each year to the undergraduate student who submits the best piece of creative En lish composition. Established 1922	he g-
PULITZER (LUCILE) SCHOLARSHIP FUND: Gift of the late Mr. Joseph Pulitzer in memory of his daughter, Lucil Pulitzer. The income of the fund is to be used for scholarship Established 1899 and 1903, 1915 and 1916	98.

REED (CAROLINE GALLUP) PRIZE FUND: Gift of Mrs. William Barclay Parsons. Established 1916	\$1,004.80						
SANDERS (HENRY M.) FUND: Legacy from the estate of Rev. Henry M. Sanders to establish a scholar- ship to be known as and called the Eleanor Butler Sanders Scholar- ship. Established 1922							
SCHOLARSHIP FUND: Gift of friends of Barnard College. The income of the fund is applied toward helping deserving students through college. Established 1901	10,000.00						
SHAW FUND:	9,698.75						
A memorial gift to Anna Howard Shaw. Established 1920	6,626.12						
SMITH (EMILY JAMES) SCHOLARSHIP FUND: Gift of Miss Emily H. Bourne in honor of Miss Smith, Dean of Barnard College. The income of the fund is awarded in conference with the founder. Established 1800	2,787.39						
founder. Established 1899	2,707.39						
W. Smith, a Trustee of Barnard College. The income of the fund is placed at the disposal of the Dean of Barnard College. Established							
speranza (Carlo L.) Prize fund:	4,685.19						
Gift from an anonymous donor for the founding of a prize in memory of Professor Carlo Leonardo Speranza, to be awarded annually to a student in Barnard College for excellence in Italian. Established							
IGII	1,000.00						
TALCOTT (JAMES) FUND: Gift of Mr. James Talcott, to found a professorship for Religious Instruction. Established 1915	99,856.25						
TATLOCK PRIZE FUND: Gifts in memory of Jean Willard Tatlock, Class of 1895, by her friends to found a prize to be awarded annually to the undegraduate student most proficient in Latin. Established 1917	1,268.35						
TILLOTSON (EMMA A.) SCHOLARSHIP FUND:	1,200.33						
Legacy from the estate of Emma A. Tillotson. Established 1910 VELTIN SCHOOL SCHOLARSHIP FUND:	3,721.84						
Gift of the Alumnae of Mile. Veltin's School. Established 1905	2,739.23						
VON WAHL PRIZE FUND: Gift from the friends of Constance Von Wahl, 1912, to found a prize to be awarded annually to a senior who has rendered the highest type of service to the College. Established 1915	1,205.31						
WEED (ELLA) SCHOLARSHIP FUND:	-1-03.01						
Gift of the pupils of Miss Anne Browne's School, in memory of Miss Ella Weed, who was Chairman of the Academic Committee of the Board of Trustees of Barnard College during the first five years of its existence. Established 1897	3,351.72						
WHITMAN MEMORIAL FUND: Gift of Mr. Malcolm Whitman, in memory of his wife, Janet McCook							
Whitman, a former student and graduate of Barnard College. The income of the fund is to be used towards the support of a Chair of Philosophy. Established 1920	5,515.69						
I miosophy. Established 1920	3,313.09						

C. For Construction and Equipment of Buildings	
BURGESS (ANNIE P.) FUND: Legacy from the estate of Mrs. Annie P. Burgess. The principal of this fund was invested in the New Residence Hall 1924-1925. Established 1913	\$60,386.43
GIBBES FUND: Legacy of the late Emily O. Gibbes. The principal of this fund was invested in the New Residence Hall 1924-1925. Established 1908	223,195.64
KENNEDY (JOHN STEWART) FUND: Legacy from the estate of the late John Stewart Kennedy. The principal of this fund was invested in the New Residence Hall 1924–1925. Established 1910	4 7, 68 5.44
SAGE (RUSSELL) MEMORIAL FUND: Legacy from the estate of Margaret Olivia Sage. The principal of this fund was invested in the New Residence Hall 1924-1925. Established 1920	491,158.95
- T	\$822,426.46
TAX VALUATION OF BARNARD COLLEGE PROPERTY FOR THE YEAR 1924-25	
Lot No. 1, Block No. 1992, 119th-12oth Sts. and Claremont Ave. and B'way	
Land	
Total	\$750,000
Lot No. 1, Block No. 1989, 116th-119th Sts. and Claremont Ave. and B'way Land	
\$2,000,000	\$2,000,000
Lot No. 27, Block 1989	

FINANCIAL REPORT OF TEACHERS COLLEGE 1924–1925



LESLIE, BANKS & CO.
Auditors.

		5	ГΕ	ACHE	RS	СС	LLEG	Е			54	I		
	\$4,474,367.34	2,552,572.25	\$7,026,939.59			\$4,474,367.34	2,552,572.25							\$7,026,939.59
	\$3,547,474.07 682,695.60 169,554.34 74,643.33	\$150,283.20 22,470.14 19,601.80 2,205,459.71 77,525.32 77,232.08		\$2,852,544.72	7,336.66	82,580.99	\$2,205,459.71 77,364.69 77,232.08 192,515.77	\$256,581.83 31,358.87 22,879.32 45,573.84	\$356,393.86	106,676.21	\$249,717.65		\$249,717.65	
STATEMENT OF FUNDS AT JUNE 30, 1925	FUNDS: Applicable to General Purposes Restricted to Special Purposes Applicable to Liquidation of Mortgage on Dormitories Applicable to Teachers' Retirement	II. Other Funds: For Designated Purposes For Students Loans Surplus Income in Funds restricted to Special Purposes Administration and Library Building. Administration and Library Building. Horace Mann Boys' School Gymnasium Horace Mann Boys' School Swimming Pool	Total Funds	4.SSETS: I. Intome Producing: Stocks and Bonds Dormitories Less: Mortgages	Teachers College Commons Cafeteria	Uninvested—Due by General Fund	II. Other Funds: Administration and Library Building (Expended to date) Horace Mann Boys' School Gymnasium (Expended to date) Horace Mann Boys' School Swimming Pool (Expended to date) Balance—Due by General Fund	III. General Fund: Cash Accounts Receivable Accounts Receivable Accured Interest on Investments Supplies and Prepaid Expenses	Deduct:	Accounts Payable \$78,842.07 Prepaid Rentals, Expenses, etc. \$78,8414	Net Liquid Funds	Thome Producing Funds	\$275,096.76 Less: General Fund Deficit	
,	4			₹										

Note: The College Property, Land and Buildings are not included herein.

CONDENSED STATEMENT OF INCOME AND EXPENDITURE FOR THE YEAR ENDING JUNE 30, 1925

	INCOME			
	General Fund	Special Funds	Designated Funds	Total
College Earnings Investments Educational Administration and Instruction Bureau of Publications Miscellaneous	\$1,374,625.16 179,021.37	\$35.323.73	\$113,252.48 16,885.90 433,410.50 122,451.72 26,418.72	\$1,487,877.64 231,231.00 433,410.50 122,451.72 26,418.72
TOTAL INCOME	\$1,553,646.53	\$35,323.73	\$712,419.32	\$2,301,389.58
<u> </u>	EXPENDITURES			
	General Fund	Special Funds	Designated Funds	Total
Educational Administration and Instruction Buildings and Grounds Bryson Library Bureau of Publications Educational Service Bureau Business Administration	\$1,123,360,96 233,729,69 42,907.88 22,856.37 134,328.69	\$26,869.48 2,633.89 5,671.77	\$558.881.82 88,508.31 61.04 108,952.76	\$1,709,112.26 324,871.89 48,040.60 108,952.76 22,856.37 134,328.69
			13,110.31	13,110.31
		396.24	11,450.04	11,450.04
TOTAL EXPENDITURES	\$1,557,183.59	\$35,571.38	\$802,863.12	\$2,395,618.09
DEFICIT FOR YEAR	\$3,537.06	\$247.65	\$90,443.80	\$94,228.51
SURPLUS A	SURPLUS ACCOUNT—GENERAL FUND	RAL FUND		
24-25 Gymnasium Fund		Appropriated from Division of Fleld Studies Appropriated from Designated Funds	on of Fleld Studies	\$5,000.00 11,450.04 233.33 107.00
Purchase of Real Estate—Boys' School	3,000.00 13,500.00 547,500.06	. June 30, 1925 (as pei	Deficit at June 30, 1925 (as per Statement of Funds)	:
Adjustment of Interest on Bonds	500.00			\$51,537.06
\$51.	\$51,537.06			

FUNDS AND INVESTMENTS

AS PER STATEMENT OF FUNDS AT JUNE 30, 1925

	At	Additions	At
	June 30, 1924	During Year	June 30, 1925
GENERAL FUND	\$3,303,240.15	\$244,233.92	\$3,547,474.07
FUNDS RESTRICTED TO SPECIAL PURPOSES:			
Anderson (Gen. Robert) Scholarship	\$4,991.93	*\$15.76	
Army and Navy Scholarship	3,154.47	*9.96	3,144.51
Avery Collection	2,100.62	*6.63	2,093.99
Bryson Library	83,850.48	*264.65	83,585.83
Caroline Scholarship	5,028.41	*15.87	5,012.54
Darche Kimber Scholarship	6,314.38	312.97	6,627.35
Dodge (Grace H.) Welfare	60,396.62	*190.60	60,206.02
Hartley (Helen) Endowment	150,027.82	*473.53	149,554.29
Household Administration	1,380.17	68.40	1,448.57
Hoadley Scholarship	3,000.72	*9.47	2,991.25
Hoe (Margaret) Memorial Scholarship	5,006.63	*15.80	
Kemp Estate Legacy	34,391.69	*108.56	
Kingsland (Mary J.) Bequest	49,959.33	*157.69	
Larned (Augusta) Scholarship	10,000.00	*31.56	
Macy (Caroline L.) Bequest	197,590.19	*623.66	
Morrey Scholarship	5,007.13	*15.80	4,991.33
Norsworthy (Naomi) Memorial	4,308.86	596.09	4,904.95
Robb (The Isabel Hampton) Fellowship	11,792.35	*37.23	11,755.12
Runyan Scholarship	1,129.11	*3.56	1,125.55
Rogers (Elinor T.) Prize	200.00	*.63	199.37
Sachs (Julius) Library	10,013.18	*31.60	
Tennyson (Alfred) Prize	100.55	*.32	100.23
Tileston Scholarship	2,514.91	*7.94	2,506.97
Goodrich (Annie W.) Lecture		1,534.65	1,534.65
Morris (Eleanor Colford) Fellowship		9,981.59	9,981.59
Sachs (Julius and Rosa) Prize		19,963.17	19,963.17
	\$652,259.55	\$30,436.05	\$682,695.60
FUND FOR MORTGAGE RESERVE	\$351,404.87	*\$181,850.53	\$169,554.34
TEACHERS' RETIREMENT FUND	\$71,744.28	\$2,899.05	\$74,643.33
	\$4,378,648.85	\$95,718.49	\$4,474,367.34
INVESTMENT OF ABOVE FUNDS:			
Stocks and Bonds		\$2,852,544.72	
Dormitories (Net)		1,531,904.97	
Teachers College Commons—Cafeteria (Net)		7,336.66	4,391,786.35
UNINVESTED FUNDS AT JUNE 30, 1925			\$82,580.99

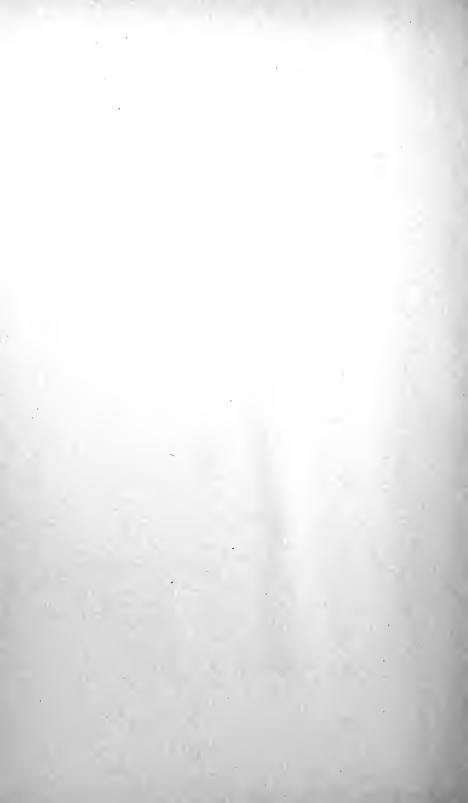
^{*}Decrease

* BEQUESTS AND DONATIONS RECEIVED

DURING THE YEAR 1924-25

GENERAL FUND:		
General Education Board	97·50	
	\$149,975.4	14
FUNDS RESTRICTED TO SPECIAL PURPOSES:	f	
Sachs, Julius and Rosa, Prize Fund Morris, Eleanor Colford, Fellowship	10,000.00	
Goodrich, Annie W., Lecture Fund	1.535.05	
Norsworthy, Naomi, Memorial Fund	376.15	
ADMINISTRATION AND LIBRARY BUILDING FUNDS:	31,911.2	20
V. Everit Macv	\$75,000.00	
V. Everit Macy Mrs. D. Willard Straight James Speyer	48,000.00	
James Speyer	10,000.00	
Mrs. J. R. Swan	250.00 1,250.00	
Account No. 31	30.00	
Account No. 31	50.00	
Bernice E. Barrows Sundry Subscriptions	30.00	
Sundry Subscriptions	3,275.26	26
HORACE MANN BOYS' SCHOOL GYMNASIUM FUND:	137,003.2	.0
Sundry Subscriptions	4,326.0	00
HORACE MANN BOYS' SCHOOL SWIMMING POOL:		
Carl H. Pforzheimer	47,186.9	0
GIFTS FOR DESIGNATED PURPOSES:		
Institute of Educational Research:	¢	
Measurement of Intellect and Capacity (Carnegie Corp.)	\$15,000.00 3,799.66	
Character Education Inquiry (Inst. of Social and Religious Research)	15,000.00	
Vocational Guidance Follow-up (The Commonwealth Fund) Character Education Inquiry (Inst. of Social and Religious Research) Mental Discipline of High School Subjects (The Commonwealth Fund)	6,000.00	
International Language (International Auxiliary Language Assn.)	500.00	
Institute of Child Welfare Research (Laura Spelman Rockefeller Memorial) School Equipment Study (American Seating Company)	50,000.00 5,000.00	
Watertown, N. Y., Survey	5,000.00	
White Plains N. V. Survey	500.00	
Cranford, N. J., Survey	1,000.00	
Cranford, N. J., Survey Practical Arts Research and Equipment Normal School Education (Carnegie Corporation)	4,264.67	
American Classical League (Miscellaneous Expenditures No. 5)	10,000.00	
Mortimer L. Schiff (Instruction in Scouting)	2,000.00	
Mortimer L. Schiff (Instruction in Scouting)	600.00	
The Hartley Corporation (School of Practical Arts II-4)	5,000.00	
International Institute (International Education Board)	82 213 00	
Philippine Government (School of Practical Arts II-4) International Institute (International Education Board) Lincoln School (General Education Board)	137,463.06	
Delta Sigma Alumnae Scholarship	128.00	
Dow, Arthur W., Scholarship	201.65	
Nursing Education Scholarship (John W. Appel, Jr.)	1,000.00 250.00	
Jenkins, Helen Hartley, Scholarship Physical Education Scholarship Laura Spelman Rockefeller Memorial Scholarships	210.00	
Laura Spelman Rockefeller Memorial Scholarships	8,725.00	
Special Fund of Alumnae Assoc. for Nutting Collection	30.00	
Educational Psych. Special Fund	128.00	
Lincoln School Special Fund	483.80	
Lincoln School Building Fund Lincoln School Special Fund Foreign Student Fund (V. Everit Macy)	11,000.00	
	374,797.	74
STUDENTS LOAN FUNDS: General Fund:		
Elizabeth S. Leavenworth	100.0	00
	\$746,182.	54
	¥740,102.	,4

FINANCIAL REPORT OF COLLEGE OF PHARMACY 1924–1925



COLLEGE OF PHARMACY—BALANCE SHEET—JUNE 30, 1925

ASSETS			LIABILITIES
Real Estate: Land	\$150,000.00		larship
Equipment: Library Herbarium Herbarium Firstures A norartus & Chemicals	\$50,000.00 10,000.00 115,000.00	0.00	Deptectation 04,000.00 Estetenach Fund 24,273.74 Bond and Mortgage 50,000.00 Students Loan Fund 1,007.57 Inheritance Fund 5,007.57 Charlestance Fund 5,007.57
Materia Medica \$30,000.00 Chemistry 20,000.00 Analytical Chemistry 20,000.00 Pharmacy 20,000.00	80,000,00	0000	Excess of Assets over Liabilities 655,750.78
Investments: Interboro K. T. Bonds New York Central R. R. Bonds Baltimore & Ohio R. R. Bonds Chicago, Milwaukee & St. Paul R. R. Bonds Northern Pacific R. R. Bonds			
al Bank	\$13,398.24 1,202.58 1,013.11	\$49,700.00	
West Side Savings Bank Union Square Savings Bank Petty Cash	'	\$28,586.69	
	\$833,	\$833,286.69	\$833,286.69

COLLEGE OF PHARMACY—INCOME AND EXPENSE ACCOUNT—1924-1925

	0 2 2 77 9 59 129,920.10	65,324.61 28,586.69	\$223,831.40
	\$79,003.70 12,713.12 23,885.62 764.07 13,553.59	\$400.00 \$5,614.59 \$,014.92 1,500.00 2,795.10	1**
DISBURSEMENTS	General Purposes: Educational Administration Business Administration Building Maintenance Library Educational Supplies	Prizes Mortgage, Principal and Interest Annuity Insurance Alumni Publication Refund of Fees Balance, June 30, 1925	
	\$37,988.80 915.00 4,172.24 180,669.65 85.71		\$223,831.40
RECEIPTS	Balance, July 1, 1924 Membership Dues Dividends and Bank Interest Fees and Deposits Miscellaneous		

FINANCIAL REPORTS OF VANDERBILT CLINIC AND SLOANE HOSPITAL FOR WOMEN 1924–1925



VANDERBILT CLINIC—INCOME AND EXPENSE ACCOUNT—1924—1925

RECEIPTS		EXPENSES		
	VANDERBILT CLINIC			
Balance, June 30, 1924 Sale of Prescriptions, Surgical Dressings, etc. \$07,306,32	\$20,769.70	re and Wages	\$2,664.20	
Interest on Investments 5,942.97	103,249.29	Il Appliances, etc.	13,734.10 4,066.03	
		About applies	4,421.73	
		Vasning and Cleaning	375.65	
		X-Ray Stationery Stati	5,421.62 3,025.86	
		Glasses Current Repairs and Improvements	3,159.70 4,227.61	
		Electric Current and Gas	458.67 577.10	
		Telephone	398.20 1,249.25	
		Other Expenses	1,231,25	\$104.684.37
		Bank—Columbia	1	
		dent	3,257.11	19,334.62
•	9		i	
71	\$124,018.99		1	\$124,018.99
Balance, Tune 20 1024	NDERBILT CLI	VANDERBILT CLINIC DAY CAMP	00 886 89	
Frederick W. Vanderbilt—Amount Received Account Maintenance of Camo—Inly 1 1021 to June 30 1025	12 000 00		3,316.48	
· Cake to Count on the fact to the day of the country of the cake to the cake			20.44.00	\$13,649.85
		Balance, June 30, 1925, with Superintendent		114.40
11	\$13,764.25		11	\$13,764.25
	T CLINIC TUB	VANDERBILT CLINIC TUBERCULOSIS CAMP FUND		
Balance, June 30, 1924 Frederick Townsend Martin Fund—Income, \$500.00	\$12,735.35	Appropriation to Ladies' Auxiliary Physicians' Services and Salaries Sundry Supplies, etc	\$3,600.00 2,300.00 353.17	;
increst on balances in irving Bank—Columbia Trust Co., June 26, 1924, to June 25, 1924, to 1908		:5: Irving Bank—Columbia		\$0,253.I7
	638.66		\$6,953.64 167.20	0
•				1,120.04
	\$13,374.01		11	\$13,374.01

SLOANE HOSPITAL FOR WOMEN—INCOME AND EXPENSE ACCOUNT—1924–1925

DEFICIT			EXPENSES		
Pay patients—Prepaid \$6,146.20 Accounts payable 13,064.08	\$19,210.28		Department	\$58,206.81	
Less Cash in Bank and Office \$9,400.01 New York City 30.00	9,430.01	\$9,780.27	Wages Medical Supplies House Supplies Ward Supplies	61,470.42 8,569.04 12,709.06 23,926.43	
Received for Board, Care, etc.:			Groceries Meats Meats Meats	46,630.93 33,148.07 3,742.44	
Frivate 37.534.55 Ward 39.534.55 N. Y. City 394.30 \$200,572.84	200,572.84		Auth Ice Gas Stationery	3,458.67 2,125.75 4,495.93	
Endowment Interest 39,108.92	40,608.92		Kepaus—Orumary Machinery Liability Insurance	10,478.07 7,884.57 1,173.34	0,478.07 7,884.57 1,173.34 \$289,454.78
United Hospital Fund Sundry Receipts Donations: Mrs. H. White	11,896.17		Social Service Department Salaxies Expenses	11,375.33	13,431.18
			Total expenses	:	\$302,885.96
Mrs. W. D. Sloane 4,000.00 Mrs. M. D. Sloane 487.90 For Dr. Corwin	31,987.90		DEFICIT Pay Patients—Ledger \$8.876.95 Accounts Payable	200	
Interest on Deposits 239.16 Less Exchange on Checks 1.96	237.20 \$	237.20 \$286,966.94	1		
Social Service Department Donations Bables Alumni 1,050.00 Interest on Investments 3,272.66 Sundry Receipts 1,155.25	10,247.91	10,247.91	New York City—accounts due . 182.30	7,666.41	15,451.38
Total Receipts		\$297,214.85			
	44	\$287,434.58			

